ACADEMIC LITERACY DEVELOPMENT IN AN ENGLISH CURRICULUM: THE CASE OF HO WEST DISTRICT

by

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SUMMARY

The primary objective of this study is to evaluate the curriculum and supplementary materials for the teaching and learning of English in five junior high schools in Ghana to ascertain the extent to which the curriculum promotes academic literacy in the pupils. Hence, five schools were selected by purposive sampling. Four poorly performing schools and a relatively well performing school were selected for the study. Thus, the problem investigated in this study was academic literacy development, with particular reference to English language teaching. The study area was the Ho West district of the Volta Region of Ghana. The study adopted a mixed methods approach which investigated academic literacy development by evaluating the syllabus and textbooks, and by interviewing English teachers in the selected schools. The interview schedule contained both open-ended questions for qualitative analysis as well as multiple choice questions based on a four-item Likert scale for quantitative analysis. The study found that the various aspects of the curriculum had shortcomings in adequately supporting the development of academic literacy in the junior high school pupils in Ghana. Moreover, the factors required for critical language awareness were not present in the textbooks.

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LIST OF ACRONYMS

BECE:	Basic Education Certificate Examination
BICS:	Basic Interpersonal Communication Skills
CRDD:	Curriculum Research and Development Division
CAL:	Cognitive Academic Literacy
CALP:	Cognitive Academic Literacy Proficiency
CALT	Critical Academic Literacy Theory
EFAL:	English as a First Additional Language
GILBT:	Ghana Institute of Linguistics, Literacy and Bible Translation
JSS:	Junior Secondary School
JHS:	Junior High School
LOLT:	Language of Learning and Teaching
MDGs:	Millennium Development Goals
NALAP:	National Literacy Acceleration Programme
SDGs:	Sustainable Development Goals
TEAP:	Teaching English for Academic Purposes
UNDP:	United Nations Development Project
WAEC:	West African Examinations Council

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May God bless you all for the good work you did to support a soul who was yearning for knowledge.

DEDICATION

I owe much gratitude to my parents, Mr Victor Yao Akrong and Mrs Mary Adzoa Akrong, both of blessed memory, who had a vision and placed me in a boarding school, Pennyworth Preparatory School, in Accra when I was barely six years old, while they were many miles away in the Volta Region of Ghana. During the second year when they could no longer afford for me to continue due to emergent challenges, I was sent back to Volta to continue in a public school, but the foundation had been laid. They are gone to the world of ancestors but their vision and the valuable seed which they sowed will continue to bear fruits which may benefit society.

My father's remark when I passed the Common Entrance Examination to enter secondary school at the age of twelve was that: 'He is still young but if the English language rubs on him he will be successful in life'. This work is therefore dedicated to the memory of my hardworking and visionary parents.

DECLARATION

Name: **BRIAN SENYO AKRONG**

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

SIGNATURE DATE: 14th MAY 2021

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CHAPTER ONE: GENERAL INTRODUCTION

1. BACKGROUND AND MOTIVATION FOR THE STUDY

1.1 Introduction

1.1.1 Conceptualisation

From the literature, there is a basic difference between literacy and academic literacy. One fundamental feature of the meaning of literacy is the knowledge of the basic skills of reading and writing (UNESCO, 2008; Gustafsson, 2011; Holme, 2004; Lea, 2004, 1995; Street 1984). According to Street (1995), literacy cannot be considered as independent of ideology. This concept was underscored by Gee (1989) who stated that 'discourses are inherently ideological' (Gee, 1989, p.19). This notion of the influence of ideology and power in the provision of literacy has been argued by other scholars as well (Freire, 1974, 1985; Mayo, 1995; Cummins, 2000; Chaka, 2009). The focus in this study is academic literacy. Contemporary extension of the concept of literacy covers computer literacy which implies the knowledge and skill to operate computers effectively (Holme 2004). Academic literacy entails cognitive academic language proficiency (Cummins, 1999). In a similar fashion, Lea (2004, p.2) observes that 'if literacy includes our ability to talk about books, then it may also be implicated in the enhancement of the thinking processes that underlie such talk'.

Beyond the concept of ideology and literacy, scholars in New Literacy Studies have broadened the 'understanding of literacy beyond schooling' by 'building on discipline such as anthropology, sociology, linguistics, and semiotics' (Pahl & Rowsell, 2012, p.16). In that light, literacy is seen as part of everyday life and there is no distinction any longer between school and home with regard

to literacy (Pahl & Rowsell, 2012). New literacies have also been looked at from another dimension as multiliteracies (Cope & Kalantzis, 2009). The New London Group, which is the main proponent of new literacies, thought that in view of the changing world and changes in 'the communications environment', then 'literacy teaching and learning would have to change as well' (Cope & Kalantzis, 2009, p. 165). In the view of this thesis, that link between theory and practice is similar to Lea and Street's (2006) academic literacies model which incorporates the study skills model and the academic socialisation model. Thus, critical to this study is Lea and Street's (2006) academic literacies model which encompasses the study skills model and the academic socialisation model.

Various studies have been done internationally on curriculum implementation, but most of these were not conducted at the junior high school level. Besides, most of them were done through mainly interviews without examining the contents of the syllabus and textbooks to ascertain the extent to which they promoted academic literacy. Examples of these are Aguilar's (2011) study in a private university of Colombia, Ewert's (2011) study at Indiana University, and Wang's (2006) study of English curriculum implementation in Chinese tertiary institutions. Some previous studies that have focused mainly on European and American universities include Gustafsson (2011), Lea and Street (2006) and Lea (2004). Some studies on English curriculum implementation have been mainly at the secondary and primary school levels. Examples are Safiana et al. (2019) study of the English language curriculum implementation in Indonesian secondary schools and Widiastuti et al. (2013) study of the implementation of the English curriculum at the primary school level in Indonesia. Also, Yanik (2007) and Kirkgoz (2008) both studied the implementation of the English curriculum in primary schools in Turkey. A study in Indonesia which focused on the implementation of an English curriculum at the junior high school was undertaken by Intansari

(2013). The study, which was conducted in Sukabunu, West Java in Indonesia, appeared to focus on teachers' perspectives and teaching rather than evaluation and analysis of the contents of the syllabus and textbooks to ascertain the promotion of academic literacy as was done in this current study.

In Africa, a study in Kenya which was undertaken in primary schools was Oundo's (2017) thesis which focused on the implementation of the English curriculum in public primary schools in Kenya. The focus was on a Sub-County in Kenya. In Nigeria, Ugwuanyi and Omeje (2013) undertook a study on the challenges in the teaching of the course titled, *The use of English* in Nigerian tertiary institutions. One significant study on English curriculum implementation in Ghana is a study undertaken by Torto (2017) on the implementation of the English curriculum for primary schools in Ghana. The study revealed that the teachers taught 'aspects and topics' that they could teach conveniently, and this was done 'in fragments' without 'integrating the language skills and teaching across subjects' (Torto, 2017, p. 174). From the foregoing, it is apparent that the study appeared to be concerned with the role of teachers in laying foundations in literacy in English for pupils in primary schools. Some previous studies on the teaching of English at the JHS level in Ghana have criticised the readability of comprehension passages (Owu-Ewie, 2014), the Use of English as Medium of Instruction (Owu-Ewie & Eshun, 2015). Other studies have also been conducted in Ghana on literacy in Ghanaian basic schools (Opoku & Hansen, 2008; Opoku-Amankwa, Brew-Hammond & Kofigah, 2011; Opoku-Amankwa, Brew-Hammond & Mahama, 2015; Opoku-Amankwa, Brew-Hammond & Mahama, 2012; Opoku-Asare & Siaw, 2015), but none appeared to focus on academic literacy promotion at junior high school level. Further discussions on these may be found in Chapter 2. From the available literature, it appears the

investigation of academic literacy development at the junior high school level does not seem to receive attention.

This chapter covers the problem investigated, the background to the study, the rationale or purpose of the study, the objectives of the study, the research questions, and the scope of the study. Other areas covered within this chapter include the knowledge gap addressed in the study, and the structure of the thesis. The problem statement addresses the issue of the inability of many students who, after completing their basic education, are unable to read and write properly in English.

1.1.2 Knowledge Gap

Previous studies on academic literacy internationally and regionally have focused on university and other tertiary institutions. Besides, most of the studies were conducted through mainly interviews without examining the contents of the syllabus and textbooks to ascertain the extent to which they promoted academic literacy. Some studies have also been done on English curriculum implementation at the primary school level. Therefore, the evaluation of an English curriculum at the junior high school level to ascertain the extent to which academic literacy is promoted by the curriculum does not seem to receive attention. This study evaluated the English curriculum for junior high schools in Ghana to ascertain the extent to which the curriculum, mainly the textbooks and syllabus promote academic literacy in the pupils.

Pupils pursuing basic education in primary school through to the junior high school are dependent on their proficiency in English for success in their academic work. Likewise, teachers are also dependent on their pupils' proficiency in English to successfully promote desirable teaching and

learning of the content of other subjects. The junior high school (JHS 1 to JHS 3) is equivalent to Grade 7 to Grade 9 in other jurisdictions.

The poor results of the Basic Education Certificate Examination (BECE), which is the exit examination for junior high school pupils, as well as the observations of Chief Examiners of the West Africa Examinations Council (WAEC) suggest that the academic language proficiency of learners may not be adequately developing. This necessitates investigation into the English language curriculum of junior high schools in Ghana.

1.1.3 Overview of the research methodology

The study is an imbedded convergent parallel mixed methods case study and transformative mixed methods design. The study's main research paradigm or *epistemology* is interpretivism /constructivism, and transformativism is the study's *ontology* or worldview. The study includes elements of inductive qualitative case study and quantitative study. Thus, data presented are in both narrative descriptions and, tables and figures which consist of calculations, percentages, frequencies, and other numeric data. Furthermore, as a mixed methods approach, the constructivist perspective in qualitative research and transformative worldviews in both qualitative and mixed methods approach, and how these worldviews situated the study are discussed.

<u>The Link between Case Study and Transformative Mixed Methods</u>

A case study investigates a phenomenon 'to answer specific research questions' and, like the mixed methods approach, case study 'seeks a range of different kinds of evidence' which may be found 'in the case setting' (Gillham, 2000, p.1). Thus, a case study has a link to the transformative mixed

methods approach. Mixed methods and case study aim at collating findings 'to get the best possible answers to the research questions' (Gillham, 2000, pp.1- 2).

Mixed Methods Approach

The mixed methods design was chosen because a strictly qualitative design may not help in obtaining 'all the information' needed (Merriam & Tisdell, 2016, p. 43). Therefore, the mixed methods approach affords a more comprehensive understanding of the phenomenon (Merriam & Tisdell, 2016; Hesse-Biber, 2010; Dunning et al. 2007). The mixed methods design involves the combination or 'integration of qualitative and quantitative research and data in a research study' (Creswell, 2014, p. 14) thereby assisting 'the researcher's total understanding of the research problem' (Hesse-Biber, 2010, p. 4). Dunning et al. (2007) explain that the mixed methods approach is sometimes employed 'to provide a more comprehensive and detailed understanding of the phenomenon under study and /or explain anomalies in the data' Dunning et al. 2007, p. 147). Therefore, the questionnaire administered in interviewing the teacher-respondents had close-ended questions, 'demographic queries' as well as open-ended questions (Merriam & Tisdell, 2016, p. 44) on the syllabus, textbooks and other aspects of the curriculum. Generally, 'parallel mixed methods designs consist of the concurrent mixing of qualitative and quantitative methods carried out as separate studies within the same research project' (Hesse-Biber, 2010, p. 68). In this study there is an integration of the quantitative and qualitative aspects in the questionnaire and in the section titled, 'Cross-case analysis'.

1.2 The Problem Investigated

The poor performance in the Basic Education Certificate Examination (BECE) in Ghana is not peculiar to the schools in the Ho West District, the research site for this study. There have been several academic and media publications to the effect that many pupils perform poorly and cannot

read and write properly by the end of junior high school (Abdallah *et al.,* 2014; Ghanney & Aniagyei, 2014; Ministry of Local Government, Ghana, 2010; Tahiru, 2015). According to Tahiru (2015) he had 'been thinking deeply about the pervasive poor performance of pupils' in basic schools, particularly those in the Upper West Region and noted that 'every now and then, the main actors in the educational sector — teachers, educational authorities, parents, among others — keep shifting the blame from one to another like musical chairs' (Tahiru, 2015, Paragraph 1). Similarly, Ghanney and Aniagyei (2014) found that notwithstanding the fact that professional teachers were in Ghanaian public schools, 'available statistics shows that 36 percent of such JHS in the Ashanti Region scored zero in the 2010 BECE' (Ghanney & Aniagyei, 2014, p. 9). In another study by Yeboah (2014) which investigated the low performance of pupils' English in the Basic Education Certificate Examination in the Sunyani Municipality, it was reported that 55% of respondents interviewed 'had seen that their students had difficulty in reading' (Yeboah, 2014, p. 80).

Some scholars have attributed the poor performance in some Ghanaian schools partly to teachers (Anyidoho, 1999; Ghanney & Aniagyei, 2014). Ghanney and Aniagyei (2014, p. 10) have observed that 'the teacher is the pivot of the education system as he or she makes or breaks the education programmes, delivers the objectives of education reforms, and is the engine of everything that is planned and implemented in school.' Again, a study by Abdallah *et al.* (2014) reports a gloomy picture of the performance of junior high school pupils in Northern Ghana as follows:

> *[T]he pupils' performance at the Basic Education Certificate Examination (BECE) in the Northern Region of Ghana is erratic and has not exceeded 50% pass rate since 2007 to date [2014]. For instance, in 2007, the pass rate was 47.6% which declined to 40.1% in 2008 and further to 39.8% in 2009.The pass rate for the BECE in 2010, however,*

experienced a slight increase to 46.4%, but the figure consistently dropped to 41.1% in 2012 (Abdallah *et al*., 2014, p.1).

From the foregoing, it can be seen that the general performance of junior high school pupils in the Northern Region of Ghana from 2007 to 2014 did not exceed a 50% pass. This implies that only about 40% to 50% of pupils were able to enter senior high schools.

Candidates at the Basic Education Certificate Examination (BECE) write two papers at the same sitting— Part I /Paper 1(Objective questions) and Paper 2 (Written paper). Paper 2 consists of Part II (Section A: Essay writing and Section B: Comprehension) and Part III (Literature) (Appendix G). The Chief Examiner of English for the West African Examinations Council at the Basic Education Certificate Examination produce annual reports on Paper 2 which demands more cognitive ability than Paper 1. The 2013 Chief Examiner's report stated that 'the general performance was comparable to those of previous years in terms of quality and output of written materials' (WAEC, 2013, p.1). This implies that there was a recurrence of the unimpressive performance of previous years. The report added that the performance was average and that whilst 'there were occasional outstanding scripts', the writing of sub-standard and unidiomatic English language characterised the essays of most of the students (WAEC, 2013, p.1). In a similar fashion, comments made in the succeeding year's (2014) Chief Examiner's report on English were no different. The 2014 report stated that: 'Generally, the performance of candidates was not impressive as it fell woefully below expectation although there were few cases of brilliant scripts' … 'good candidates wrote remarkably good English' and 'wrote full length essays with adequate content' (WAEC, 2014, p.1). Again, the report indicated that 'candidates' expression was generally very poor' while 'some of the scripts were unintelligible' and they could not construct simple readable sentences (WAEC, 2014, p.1).

Following the same pattern, the 2015 Chief Examiner's report on the English Language 2 written paper, stated that 'except for a few scripts which showed brilliance in expression, the performance of the majority of candidates fell below expectation' (WAEC, 2015, p.1). The report added that although some candidates did well, '[T]he majority of candidates wrote very poor English' and 'simply lacked the ability to construct simple readable sentences' (WAEC, 2015, p.1). Thus reflecting that even after receiving basic education, some of the pupils could not read and write properly. In the 2014/15 academic year, literature was introduced into the junior high school curriculum, and the first cohort was to have this as part of the English Paper 2, the written paper on essay, comprehension and Literature, was in 2017.

Chief examiner's reports on English at the BECE from 2017 to 2019 as well as research reports from 2016 to 2019 showed that the trend of poor performance had not changed. The 2020 Chief examiner's report was not available to be included in this study. The Chief Examiner's report on English 2 in 2017 stated that 'the overall performance of candidates is low and in some cases very poor' (WAEC, 2017, Section 1: General Comments). Though the majority of the candidates did not do well, the good candidates were commended for 'some degree of proficiency in the use of idiomatic English' and their mastery of tenses, basic grammar and punctuation (WAEC, 2017, General Comments). The report indicated that the good candidates also wrote good essays. Under comprehension, the Chief Examiner's report (WAEC, 2017, Section 5) stated that 'performance in this section of the paper fell below expectation with many candidates scoring well below pass mark'. Similarly, though the questions on Literature were simple, the performance in that aspect of the paper was not satisfactory. It was observed that 'most candidates did not seem to have read the text themselves' and the answers they provided 'revealed that some of them might not have

even had the set texts or else there were no teachers to teach this aspect of the syllabus' (WAEC, 2017, Section 5).

The Chief Examiner's report on English 2 of the BECE 2018 was not different as it presented a gloomy picture of the overall performance of candidates. A considerable number of candidates 'could not tell a debate from an ordinary argumentative writing and consequently wrote the former instead of the latter' (WAEC, 2018, Section, 3). Again, in 2018 candidates could not answer the comprehension questions satisfactorily. Most of them merely copied sections of the passage and reproduced these as answers. Literature was also a challenge to candidates, particularly 'questions on figures of speech also posed great difficulty to many of the candidates' (WAEC, 2018, Part C).

The poor trend of performance characterized the examination (BECE) in 2019. The Chief examiner reported, among others, that there were grammatical and punctuation errors and some candidates had difficulty answering comprehension questions. Also, under literature 'many candidates displayed very little acquaintance with the set texts from *The Cockcrow* and obtained appallingly low marks' (WAEC, 2019, p.16). Again, as in 2017 and 2018, the 'questions on figures of speech posed great difficulty to most of the candidates' and some candidates wrote 'wrong /meaningless/irrelevant answers while others wrote no answers at all' (WAEC, 2019, p.16). Thus, the perennial poor performance of pupils seems to have been worsened by the introduction of literature.

Lateness and absenteeism of both teachers and pupils have been cited as major causes of poor performance of pupils in some parts of the country (Amaah et al., 2019; Doudu, 2017; Amuzu et al., 2017)). Doudu (2017) has reported that 'participants in an educational forum in the Northern

Region of Ghana 'have identified teacher absenteeism' as a major contributing factor to the mass failure of pupils in public schools in the Basic Education Certificate Examination in the Northern Region. It was also noted that some teachers did not teach even if they were in school.

In another study, Amuzu et al. (2017) reported the poor performance of pupils in the Sagnarigu District in the Northern Region. Similar to Doudu (2017), Amuzu et al. (2017) cited lateness and absenteeism on the part of teachers and pupils as some of the causes of the poor performance. In 2016 only 36.80% of candidates passed at the BECE in the Sagnarigu District (Amuzu et al., 2017). Several other factors including the following were found as contributing factors affecting academic performance in the district: inadequate logistics, poor attitude of pupils to learning, indiscipline, poor parental control, poor motivation of teachers and ineffective supervision of schools by external supervisors. Another study which has found lateness and absenteeism of both teachers and pupils as a contributing factor to poor performance was Amaah et al. (2019). Amaah et al. (2019) found that the absenteeism of teachers and pupils as well as lateness to school and inadequate teaching and learning materials were key factors which contributed to poor performance. Other factors were 'poor parental involvement in PTA meetings, parents not providing pupils with subject textbook and breakfast' (Amaah et al., 2019, p. 74). These studies show the persistence of the problem of poor performance but none examined the curriculum to identify its deficiencies in promoting academic literacy.

The previous paragraphs highlight the necessity for this study which investigated the problem of junior high school pupils' academic literacy. This investigation was done with particular reference to English language teaching, and was approached from different angles including evaluation of the syllabus, evaluation of the textbooks and also interviews with the English teachers in the

selected schools. It was hoped that this would assist in determining if the junior high school English curriculum makes provision for the necessary cognitive academic language proficiency or academic literacy to adequately develop in their pupils.

Many junior high schools in the Ho West District of the Volta Region of Ghana performed badly in the Basic Education Certificate Examination between the years 2012 and 2015 and it was due to their exit examination performance that this area was chosen as the research site. The study then focused on those poorly performing schools in the district. The rationale for this selection is stated below.

1.3 Research Questions:

The study was guided by the following research questions which were formulated against the backdrop of the theoretical framework:

a) To what extent does the English curriculum with its supporting documents (syllabus, textbooks and examination papers) reflect the development of academic literacy?

b) To what extent do the answers of the pupils to their English examination questions reveal what they are supposed to have been taught from the English curriculum?

c) To what extent do the English teachers in their own view assist the pupils to acquire academic literacy?

d) To what extent do the quantitative results confirm the qualitative results on academic literacy?

1.4 Rationale or Purpose of the Study

The purpose of this study was to evaluate the curriculum (syllabus, textbooks) for the teaching and learning of English in junior high schools in Ghana as well as exit examination questions to ascertain the extent to which they promoted academic literacy or cognitive academic proficiency in those pupils in the junior high school within the study area. As an added check on the efficiency of the curriculum, the final year pupils' mock examination scripts were analysed to ascertain how their responses reflected the thematic areas or the taxonomies outlined in the syllabus for the teaching and learning of English in junior high schools in Ghana. Some previous studies such as Gustafsson (2011), Lea & Street (2006) and Lea (2004) have predominantly focused on European and American universities. Whilst previous studies on academic literacy development globally seem to have focused on tertiary institutions, this study seeks to bring a new dimension through its focus on those junior high school pupils who perform poorly academically in their own country, Ghana. Besides, studies on academic literacy in Ghana were done mostly through interviews without analysing the textbooks and the syllabus. This is discussed further under the literature review. It was anticipated that this study would add to current knowledge in the field of academic literacy in Ghanaian junior high schools. Further, it would contribute to the reshaping of policy with respect to curriculum development for the teaching and learning of English in junior high schools in Ghana. This can be seen as adding an important theoretical contribution to existing scholarship, as it brings in a new dimension in terms of context.

1.5 The Objectives of the Study

The main objective of this study was to evaluate the curriculum and supplementary materials for the teaching and learning of English in junior high schools in Ghana in order to ascertain how far the curriculum has been promoting academic literacy in the pupils. On the basis of this evaluation,

recommendations would be made for the enhancement of the curriculum for the teaching and learning of English in junior high schools in Ghana. It is hoped that recommendations which are made may contribute to the enhancement of academic literacy among junior high school pupils in Ghana.

The objectives of the study are as follows:

i. To understand the extent to which the curriculum reflected the development of academic literacy, by:

   (a) Determining the extent to which the textbooks reflected the promotion of academic literacy.

   (b) Determining to what extent the syllabus (as the teaching plan and component of the curriculum) contained evidence of the promotion of academic literacy.

   (c) Demonstrating how the exit examination was aligned with the curriculum objectives.

ii. To ascertain to what extent pupils were able to apply their knowledge from the curriculum (syllabus and textbooks) in answering English examination questions that focused on higher cognitive levels as they appeared in the curriculum.

iii. To ascertain the extent of support teachers gave to the pupils in promoting their academic literacy.

iv. To ascertain the extent to which the quantitative results confirm the qualitative results.

1.6 The Structure of the Thesis

The thesis is structured as follows:

Chapter One: This chapter presents a general introduction to the study and includes the background and motivation for the Study. It includes the problem investigated, the rationale or purpose of the study, objectives of the study, research questions and the theoretical framework.

Chapter Two: This chapter deals with the review of related literature and includes the following: literature defining the theoretical orientation of this study, academic literacy proficiency, the distinction between literacy and academic literacy, and the historical development of academic literacy. Chapter Two also deals with the status of English in Ghana, the role of English in Education in Ghanaian schools, and the English curriculum for junior high schools in Ghana. The chapter also discusses the forward design curriculum, which is being implemented in the junior high schools in Ghana. Additionally, the chapter examines how far the forward design curriculum has met the demands of junior high school education in Ghana and empirical studies on the English curriculum in Ghana.

Chapter Three: This chapter takes care of the theoretical framework of the study. It discusses the theories underlying the study, namely critical theory and academic literacy. The chapter also discusses the development of academic literacy and immanent critic which is an aspect of academic literacy.

Chapter Four: This chapter is concerned with the methodology employed in the study. Therefore, the chapter contains information on research design, data sources, data collection techniques, sampling techniques, issues of reliability and validity, data analysis and interpretation as well as ethical considerations — confidentiality and informed consent.

Chapter Five: This chapter covers analysis and interpretation of the data. These include the following: documents and text analysis, analysis of syllabus, evidence of academic literacy

promotion in the syllabus, analysis of textbooks, analysis of examination scripts, cross-case analysis of examination scripts, within-case analysis of examination scripts, and analysis of examination question paper. The chapter also contains the analysis of interviews with respondents. Through the analysis and interpretation of data the findings were identified for discussion in Chapter Five.

Chapter Six: This chapter presents a discussion of findings and the contribution of the study, as well as indicating the limitations of the study.

Chapter Seven: This chapter presents the conclusion and recommendations. The chapter is followed by the references and appendices.

1.7 Conclusion to Chapter One

This chapter presented an overall perspective and outline of the entire study. The research problem was presented by giving background information about the general poor performance in English of some junior high school pupils as depicted in the Chief Examiners' reports. Specifically, the poor performance of junior high school pupils within the study area was discussed. In the light of the fact that academic literacy is needed for pupils to do well in all their subjects, the purpose of the study was to evaluate the curriculum so as to ascertain the extent to which the curriculum was promoting the academic literacy of pupils in the junior high schools in the study area. The chapter presented the theoretical framework which informed the methodology. The chapter ended with an outline of the structure of the thesis.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Introduction

This chapter commences with a review of the literature on academic literacy and critical theory. This chapter covers a review of the empirical literature in the area of study which assisted in identifying research related to curriculum evaluation, particularly English curriculum evaluation and evaluation of academic literacy development. The chapter also examines available literature on the status of English in Ghana and its role in education in Ghanaian schools as well as the language in education policy. Additionally, this chapter includes the analysis of the syllabus implemented in 2012 for the teaching and learning of English in junior high school forms 1-3. The assessment also aimed to ascertain the extent to which the English curriculum had met the demands of junior high school education in Ghana.

The theories which informed the framing of the topic, data collection and analysis, and conceptualisation of the study as a whole, were critical theory and academic literacy (Merriam & Tisdell, 2016; Grant & Osanloo, 2014; Maxwell, 2013). Immanent critic, which is an aspect of critical theory, was particularly used in analysing the English syllabus for junior high schools in Ghana.

2.1 Literature Defining the Theoretical Orientation of this Study

2.1.1 Critical Theory

Critical theory is considered as a tool for criticism and transformation (Harney, 2017; Fuchs, 2015; Guido, 2015). Critical theory is further defined as ‘an approach that studies society in a dialectical

way by analysing political economy, domination, exploitation, and ideologies' (Fuchs, 2015, p.1). This implies that critical theory is applied when examining a prevailing situation, and then the situation is compared to what could have been so that alternatives can be proposed. In other words, critical theory refers to 'a school of academic thought which challenges dominant ways of exploring … organizational phenomenon' (Harney, 2017, p.1). Consequently, critical theory is 'a normative approach that is based on the judgement that domination is a problem' (Fuchs, 2015, p.1) and those dominated overtly or by subtle means must be liberated. Therefore, studies on critical theory provide suggestions as to how they should be liberated. Hence, in the case of this current study, it was considered that, if the data analysed reflected that the English curriculum for junior high schools in Ghana or an aspect of it dominated or violated the rights of the pupils as far as academic literacy was concerned, then the study could put forward some suggestions to remedy the situation.

Fuchs (2015) classified the scope of critical theory into three broad areas; namely, its epistemology, ontology and praxeology. Epistemology is a theory of knowledge and what constitutes that knowledge and how it is organised. Epistemology in critical theory has to do with dialectical reasoning. Fuchs (2015) rightly observes that there are various ways in which communication entails domination and exploitation. For example, education is the communication of values that are conveyed through the curriculum. This implies that the teacher, books and syllabus constitute the source of the message while the pupil is the receiver of the message communicated. The pupils may be disadvantaged if they are not empowered to critique the curriculum and nobody critiques it on their behalf. The second feature of critical theory is the critique of political economy, domination and exploitation, and ideology (Fuchs, 2015). Therefore, in terms of ontology, critical theory aims at achieving 'the transformation of society as a whole'

and ‘a just society with peace, wealth, freedom, and self-fulfilment for all’ (Fuchs, 2015, p. 3). In the context of this study, pupils who are equipped with academic literacy may have self-fulfilment and, among others, contribute to the development of their society and the nation as a whole.

The third aspect of critical theory, praxeology, has to do with ethics and the drive to increase human happiness. The approach is to adopt ‘the Hegelian method of comparing essence and existence because in class societies an appearance is not automatically rational’ (Fuchs, 2015, p. 3). This implies a comparison between the normative (essence) and the reality (existence). Such a comparison is relevant because in some societies what is perceived as the reality may not be normal (rational).

From the foregoing, it is clear that a major objective of critical theory is ‘to destabilize dominant modes of understanding by surfacing underlying assumptions and rendering power relations explicit’ (Harney, 2017, p.1). Thus, the critique of domination is crucial to critical theory because it aims at transformation of society (Fuchs, 2015). In the light of this, critical theory is viewed as a potential means of fighting political injustice in a bid to transform institutions and society as a whole in order to liberate people from oppression. The employment of critical theory as a transformational tool is a tradition that is attributed to scholars such as Paulo Freire (Freire, 1974, 1993).

Critical theory aims at exposing ‘the domination, control and suppression’ that hides behind what at first sight or ordinarily appears ‘neutral, progressive and necessary’ (Harney, 2017, p.1). Hence, critical theorists operate with a kind of scepticism of whatever appears to be truth or reality and have often attacked the logic and purpose of positivism. The orientation of positivists is that reality

exists and therefore 'is observable, stable, and measurable' (Merriam & Tisdell, 2016, p. 9). On the contrary, critical theorists question this observable reality and say that it is relative to one's own position in society. Invariably, a person is not aware of their own privilege because of familiarity of that position; that is why critical theory needs to look more closely at reality and interpret it from different perspectives. The ultimate objective of critical theorists is to liberate those who are [1]*covertly or overtly* oppressed and it 'reinterprets existing orders' and offers 'alternative modes of understanding and being which liberate those silenced and shackled by conventional theory' (Harney, 2017, p.1).

2.1.2 Critical Social Theory

Social theory is 'a broader category of theoretical production than critical theory, including subsets like sociological theory, race and ethnic theory' (Leonardo, 2004, p.11). Harrington (2005, p.1) defines social theory as 'the study of ways of thinking about how far it is possible for society to be studied scientifically'. This implies that social theory is not concerned about changing the old order but examining how that order operates.

The main difference between social theory and critical social theory is that whereas social theory aims at investigating and understanding traditions and how institutions operate, critical social theory focusses on finding new ways in which systems and institutions could operate. The ultimate aim of critical social theory is to liberate individuals from their challenges which may have resulted from the status quo (Ngwenyama, 1991). In his seminal work, Harrington (1966;2005) defines social theory as 'the study of scientific ways of thinking about social life' and includes 'ideas about

[1] Current author's emphasis.

how societies change and develop, about methods of explaining social behaviour, about power and social structure' as well as 'numerous other concepts and problems in social life' (Harrington, 2005, p.1). The primary objective of critical social theory is to improve human circumstances and so the theory focuses generally on investigating specific problems of organisations (Ngwenyama, 1991). In this sense, critical social theory deviates from social theory which can be seen to work towards the preservation of a status quo (Ngwenyama, 1991; Harrington, 1966, 2005).

One of the human conditions which critical social theory may be used to investigate and, possibly improve, is the acquisition of academic literacy in junior high school through the teaching and learning of English. Subsequently, academic literacy is defined and its implication for this study is stated.

2.1.3 Academic Literacy

The *Macmillan English Dictionary* gives a basic definition of literacy as 'the ability to read and write'. Again, the same dictionary defines the word 'academic' as 'relating to education, especially education in colleges and universities'. It is in that vein that some scholars such as Neely (2005) consider literacy as a practice associated with college or university. Gee (1989) distinguishes between primary discourse (the type of discourse which is learnt at home) and secondary discourse (discourses that are used in school, work places, etc.). Hence, academic literacy falls within the category of secondary discourse because it is concerned with the type of discourse used in school. Moreover, Gee (1989, p.23) defines literacy as the ability to control the use of 'language in secondary discourses'. In effect then, literacy is not just the ability to read and write but through implication it is the use and control of language which matches one's level of education.

Academic literacy may therefore be defined as the ability to manipulate language to correspond effectively with one's level of education. That is to say, one must be able to exhibit the level of literacy that is required in one's academic discourse community. Academic literacy in this study therefore, refers to the ability of pupils at junior high school to be able to demonstrate in their writing and speaking a standard of literacy which will enable them to function effectively at that level of education.

2 .1.4 The Theory of Immanent Critique

Another theory used in this study to analyse the syllabus is immanent critique. This is a form of interpretation that may be traced to earlier theorists such as Herder, Hegel, and Aristotle while contemporary theorists who have employed aspects of immanent criticism include Walzer, Williams, Maclntyre, Taylor and Rawls (Sabia, 2010). As will be explained further in Chapter Five, the analysis of the syllabus was based on the theory of 'immanent critique…which derives the standards it employs from the object criticized' (Stahl, 2013, p.2). Here the object under criticism was the syllabus. In using both the general and specific objectives in the syllabus as well as the profile dimensions it was possible to establish that the syllabus was either successful or 'fails also on its own terms' (Stahl, 2013, p.2).

The profile dimensions are Knowledge, Understanding, Application, Analysis, Inventive Thinking, and Evaluation. The profile dimensions are discussed in detail in the section on 'Cognitive Academic Literacy (CAL)' in Chapter Two (Section 2.2.3.1.). The components of Cummins' (1999) construct were suitable for use as an analytical tool to investigate the objectives outlined in the English syllabus for the junior high school in Ghana. The components of Cummins'

(1999) construct were used in the analysis of data without the cognitive aspect because the cognitive part in Cummins' (1999) construct is represented by the profile dimensions of knowledge application in the syllabus. The profile dimensions in the syllabus are similar to Bloom's taxonomy.

Amongst criticisms levelled against immanent critique, according to Sabia, (2010, p.685), are that 'it is a form of conventionalism and, therefore, committed to relativism, that it is inherently conservative, and that it is subjective, and its results characteristically under determined' (Sabia, 2010, p.685). However, Sabia (2010) refutes the counter arguments by stating among others that 'immanent critique is the best antidote to conventionalism because its practice demonstrates that no conventional norms or practices are beyond question and challenge' (Sabia, 2010, p.685). In my view, this is the most critical response because conventions or long-standing traditions are hard to break and in similar manner, a curriculum that has been used for a period of at least five years may be considered as good enough. Sabia (2010) further argues that immanent critique can be applied to 'transcultural and cosmopolitan norms' (Sabia, 2010, p.685).

2.1.5 An Integrated Perspective on the Theories

At the apex of these theories – social theory, critical social theory, critical theory and immanent critique – is social theory. Social theory is a broader theoretical concept (Leonardo, 2004) but it shares a common thread with the rest of these theories which have been used in this study. Under social theory may be placed critical social theory. Whereas social theory examines society with the aim of merely understanding what happens in a society, critical social theory examines society and how things operate with the aim of changing the old order (Ngwenyama, 1991). Thus, the eventual aim of critical social theory is to liberate individuals from those challenges which they

face as a result of the existing system. Critical theory, which emanated from social theory, is employed as a tool for criticism and transformation. Education is the communication of values which are conveyed through the curriculum; therefore, the English teacher, books and English syllabus constitute the source of the message while the pupil is the receiver of the message communicated. Critical theory may therefore be employed, as in this study, to evaluate the curriculum to identify the ways in which the curriculum may be oppressive so that changes are recommended. The acquisition of academic literacy in junior high school through the teaching and learning of English is a critical human condition which critical social theory may be used to investigate and bring out the desired change. Academic literacy may be defined as the ability to control the use of 'language in secondary discourses' (Gee, 1989, p.23). Therefore, academic literacy, in the context of this study, is concerned with the type of discourse required in junior high school that is characterised by critical use and control of English language. The critical element in academic literacy has a bearing on critical theory. Moreover, critical theory was used in this study to evaluate the curriculum to ascertain the extent to which it was promoting academic literacy. Pupils equipped with academic literacy should be able to demonstrate in their writing and speaking a standard of literacy which will enable them to function effectively at their level of education and after school so as to socialise effectively. The theory of immanent critique, which was used in analysing the syllabus, is an aspect of critical theory. Immanent critique derives the standards it employs from the object that is being studied. Like critical social theory, immanent critique is employed to identify the drawbacks in a society but the distinctive characteristic of immanent critique is that it uses the standards of the society being studied to judge its own activities (Stahl, 2013). In using both the general and specific objectives in the syllabus as well as the profile dimensions it was possible to establish that the syllabus was either successful or 'fails also on its own terms' (Stahl, 2013, p.2).

2.2 Academic Literacy Proficiency

2.2.1 Review of the Concept of literacy

The concept of literacy has been viewed variously by a number of scholars and organisations such as Street, (1995, 1984); Gee (1989); Lea (2004, 1995); Holme (2004); UNESCO (1957, 2008); Gustafsson (2012) and Cummins (1999). According to Street (1995), literacy cannot be considered as independent of ideology. To consider literacy as independent of ideology is, according to Street (1995), the autonomous model of literacy. The autonomous model assumes that learners can be taught to read and write and improve upon their status, acquire jobs and live meaningfully without any ideological implications. Street (1995) observes that this approach 'takes too much for granted regarding the social implications of literacy acquisition' because there are other issues that must be considered before the technical concern of reading and writing and this approach is what he terms an 'alternative ideological model of literacy' (Street, 1995, p.29). He argues further that literacy is not just about the 'technical features of the written process or the oral process' but rather entails 'competing models and assumptions about reading and writing process, which are always embedded in power relations' (Street, 1995, p.132-133). Similar to Street (1995), Gee (1989) holds the view that 'discourses are inherently ideological' (Gee, 1989, p.19). This concept of the influence of ideology and power in the provision of literacy has been argued by other scholars as well (Freire, 1974, 1985; Mayo, 1995; Cummins, 2000; Chaka, 2009). Thus, literacy practices have cultural implications for reading and writing and 'the notion of multiple literacies is crucial in challenging the alternative model' (Street, 1995, p.134).

Street's (1995) concept that ideology cannot be separated from the acquisition of literacy is relevant to this study. For, this concept correlates with critical theory which was employed in this study. As underscored by Street (1995) and other scholars as mentioned above, literacy is influenced by ideology, thereby generating different ideas about the real experiences of the learners. Critical theory also considers ideologies as fundamental in determining what is viewed as reality in a society. It is as a result that critical theory analyses, among others, 'domination, exploitation, and ideologies' to unearth what may be hiding beneath the prevailing circumstances (Fuchs, 2015, p.1).

In reviewing the concept of literacy, an appraisal is made of the historical development of literacy and how it has been applied or practised over the years. This section also examines academic literacy development, particularly at school level. Street (1984, p.1) uses the term 'literacy' to imply 'a short hand for the social practices and conceptions of reading and writing'. Street (1984, 1995) further contends that the reading and writing practices in a given society are never isolated from ideology and cannot be considered as neutral. For, 'literacy in itself does not promote cognitive advance, social mobility or progress'; rather, 'literacy practices are specific to the ideological context and their consequences very situational' (Street, 1995, p.24). This implies that literacy is intertwined with ideology and context. The focus in this study is academic literacy. From the literature, there is basic difference between literacy and academic literacy. An attempt is made to identify this distinction below.

2.2.2 Distinction between Literacy and Academic Literacy

2.2.2.1 What is Academic Literacy?

Holme (2004) describes the word 'literacy' as very elusive because of some general definitions which, for instance, imply that literacy 'refers to the practice of reading and writing' while others are more concerned about the adjective 'literate' and therefore will define literacy as 'an ability to

read and write' or 'the knowledge of reading and writing' (Holme 2004, p.1). Certainly, from the literature, one fundamental feature of the meaning of literacy is with the knowledge of the basic skills of reading and writing (UNESCO, 2008; Gustafsson, 2011; Holme, 2004; Lea, 2004, 1995; Street 1984). Additionally, contemporary extension of the concept of literacy covers computer literacy which implies the knowledge and skill to operate computers effectively (Holme 2004). Holme (2004, p.2) describes basic literacy as 'survival knowledge', which simply put indicates that the various types of basic literacy empower. A person who possesses such competencies is then able to manoeuvre those challenges which otherwise would hinder their survival and progress in our fast-growing sophisticated world. The following are given by Holme (2004, p.2) as examples of basic or survival literacy: 'historical literacy', 'emotional literacy', citizenship literacy', 'artistic literacy', 'scientific literacy', and 'geographical literacy'. This implies that the concept of being literate has gone beyond the traditional notion of reading and writing and that rather 'it is about speaking and understanding the more elaborate forms of language' created through the empowerment of literacy (Holme, 2004, p.2).

Academic literacy entails cognitive academic language proficiency (Cummins, 1999). In a similar fashion, Lea (2004, p.2) observes that 'if literacy includes our ability to talk about books, then it may also be implicated in the enhancement of the thinking processes that underlie such talk.' The term academic literacy is usually used in higher education discourse and has recently gained popularity in primary and high school inquiry. Consequently, studies reviewed in this study such as Neeley (2005), Sledd (1998), Johns (1997) Swales (1990), Harris (1989) were mostly studies that focused on higher education students. Academic language proficiency is similar but not the same as academic literacy. Academic language proficiency focuses on reading and writing and the term literacy is sometimes used to refer to this. However, academic literacy entails the acquisition

and practise of a critical approach to literacy. In this vein, Neeley (2005) defines academic literacy as 'proficiency in reading and writing about academic subjects, with the gaol of contributing to the ongoing conversations of an academic field' (Neeley, 2005, p. 7). Therefore, when students engage in learning academic literacy, they 'practise using conventions or the "habits of mind" of a particular academic discipline in order to communicate as a participant and member of that community' (Neeley, 2005, p.9). This implies that academic literacy may vary depending on the academic discourse community (Johns, 1997; Swales, 1990, 1987, Harris, J. 1989). Johns (1997) explains that with regard to 'discourse communities, the focus is on texts and language, the genres and lexis that enable members throughout the world to maintain their goals, regulate their membership, and communicate efficiently with one another' (Johns, 1997, p. 500).

An alternative term is 'communities of practice' which 'refers to genres and lexis, but especially to many practices and values that hold communities together or separate them from one another' (Johns, 1997, p. 500). Some contemporary conceptions of the construct of academic literacy go beyond the limit of the written language to speech. Moreover, academic literacy as a construct has not developed primarily out of language testing or educational measurement, but from a range of other disciplinary areas, including general education, writing studies, discourse analysis, and social anthropology etc. This fact is underscored by Neeley (2005) who explains that academic literacy 'is one of many kinds of literacy' and 'each form of literacy, then depends upon its cultural identification' (Neeley, 2005, p.8).

Neeley identifies the following five forms of literacy: literal literacy, cultural literacy, critical literacy, academic literacy and cyber literacy. Literal literacy refers to the capacity of reading and writing in one's native language while cultural literacy refers to the use of language within a

community as well as knowledge of the community's shared culture, 'including its dominant ideologies, values, and even biases' (Neeley, 2005, p.8). Similarly, Sledd (1998) acknowledges that 'research on literacy is being done in anthropology, linguistics, psychology and psychiatry, history, and sociology, as well as English' (Sledd, 1998, p. 497). Yet, in the opinion of Sledd (1998), these researches have rather created confusions which he calls illiteracy: 'It is these voluminous investigations that are creating a new illiteracy — illiteracy about literacy' (Sledd, 1998, p. 497).

Sledd (1998) contends that 'there is no thing, literacy, only constellations of forms and degrees of literacy, shifting and turning as history rearranges the social formations in which they are embedded' (Sledd, 1998, p. 499). Therefore, issues of literacy 'ought to be scrutinized' to understand 'Which literacy? Whose literacy? Literacy for what? How?' (Sledd, 1998, p. 499). Indeed, issues of literacy need to be scrutinised and that forms the basis of critical theory which underlies this study. Thus, the objective of this study is to evaluate the curriculum to find out the extent to which it promotes academic literacy. Despite the various definitions of academic literacy, this study has focused on academic literacy generally, as it would be useful to pupils in the junior high school. In this case, academic literacy may serve as terminal education for some and foundation for others for their higher education. Moreover, though academic literacy includes different components of what it means to be in the academia, due to the boundaries of the study, this study focuses on the part of academic language, rather than the full range of skills usually included under the concept of academic literacy.

The syllabus reviewed for the benefit of this study designates certain topics as 'functional'. For example, the teaching of formal letters and letters to the press are placed under the title, 'Functional

Writing' (Ministry of Education, Republic of Ghana, 2012 (b), pp. 90-91). This suggests that functional literacy was considered important by the designers of the syllabus. Functional literacy is regarded as consisting of basic skills with which a person can meet economic and social obligations (UNESCO, 1957, 1972; Holme, 2004). In this regard, education has come to be linked to 'the economic performance of both the individual and their society' (Holme, 2004, p.11). The well-educated citizens of a nation are her human capital; therefore, a nation is driven by that urge to invest in its citizens through equipping them with the requisite skills to make them more productive (Holme, 2004). Yet, does the syllabus properly and comprehensively identify those topics which should be taught to attain functional literacy and do the textbooks adequately present those topics?

Additionally, for junior high school pupils to be successful, they need not only basic or survival literacy but also academic literacy. If academic literacy is not well-developed and pupils are not able to do well in school, their full potential cannot be realised by the nation. Pupils who are unable to acquire academic literacy may sometimes 'fall back on their primary uses of language in inappropriate circumstances when they fail to control the requisite secondary use' (Gee, 1989, p.6). For instance, the Chief Examiner's report on the Basic Education Certificate Examination in 2013 stated among others that: 'A recurrent problem in candidates' essays was the use of sub-standard and unidiomatic English. Most of the candidates had not mastered the structure and idiom of the English Language and wrote grammatically incorrect sentences and outright vernacular translations' (West African Examinations Council, 2013, p.2). Clearly, the candidates who wrote 'outright vernacular translations' were falling 'back on their primary uses of language' (vernacular) because they could not 'control the requisite secondary use' in the context of an examination which required academic literacy (Gee, 1989, p.6).

In the absence of the attainment of the requisite academic literacy, whereas resources are spent on junior high school pupils whose academic results are not commendable in the end, then the government can be considered as not achieving its aim of adding value to its human capital. Gee (1989, p.7) has observed that children from non-middle class homes (in this context, children from rural less privileged homes) have no prior background in 'secondary discourses' and therefore do not experience enough acquisition of literacy in school. Therefore, 'they often cannot use this learning- teaching to develop meta-level skills, since this requires some degree of acquisition of secondary discourses to use in the critical process' (Gee, 1989, p.7). Gee's (1989) argument suggests that there could be a gap in the teaching and learning of English which must be filled with a suitable curriculum aimed at equipping pupils with the requisite academic literacy. This could bridge that gap between children from urban middle class homes and children from rural less privileged homes. For instance, most of the children in the study area were not be able to buy their own copy of the literature text because as Respondent 2 and Respondent 3 noted, parents complained about the lack of money. Thus, this current study, which evaluates the extent to which the English curriculum for junior high schools in Ghana was contributing to the development of the academic literacy of the pupils, is relevant.

2.2.2 .2 Working Definition of Literacy

In this study, literacy refers to academic literacy. This may be defined as the type of literacy that enables pupils to participate and function effectively in the various subjects on their timetable. The acquisition of such literacy may equip pupils to function effectively in society and lay the appropriate foundations for higher studies.

2.2.3 The Historical Development of Academic Literacy

2.2.3.1 Cognitive Academic Literacy (CAL)

Teaching English for Academic Purposes (TEAP) began in the 1970s and 80s and has gradually emerged to become 'a major area of research in applied linguistics' with 'the focus of courses taken worldwide by large numbers [of] students preparing for study in colleges and universities or already enrolled in programs at the undergraduate, graduate, or higher research degree level' (Brick, 2012, p. 170). Thus, academic literacy and Teaching English for Academic Purposes has predominantly rested with the universities and other tertiary institutions but not at the level of junior high school, which is the focus of this current study.

Cummins (1999) explicated the theory of Cognitive Academic Language Proficiency (CALP) in 1979 by discounting an earlier claim by a scholar that, 'all individual differences in language proficiency could be accounted for by just one underlying factor, which he termed global language proficiency' (Cummins, 1999, p. 2). Cummins (1999) contended that all aspects of language use could not be merged into 'one dimension of global language proficiency' (Cummins, 1999, p. 2). Cummins further explained that the rate of acquiring conversational language was not the same as Cognitive Academic Language Proficiency (CALP). Therefore, a programme should be designed to promote the Cognitive Academic Language Proficiency of bilingual children. CALP requires, among others, that pupils should be able to contrast their language (L1) with English (L2) and should be able to identify the difference between the second language and their mother tongue or first language in terms of grammar and phonics. Yet, the home language of pupils in the study area, *Sideme,* is not studied at school and most of the teachers do not speak the language; therefore, there is no opportunity to compare that language with English. It was not until in 2008 that 'the

Sideme Language Committee launched the *Sideme* orthography' (Ghana Institute of Linguistics, Literacy and Bible Translation (GILBT), 2013a, p.2).

According to Gee (1989), there are various secondary discourses so the word 'literacy' refers to these various discourses. Gee further categorises literacy into dominant literacy and powerful literacy, where dominant literacy is the ability to utilise a secondary discourse that leads to the good of society and powerful literacy the ability to control a secondary use of language in a manner that makes it possible to critique a particular primary discourse or another secondary discourse. Similarly, Harste (2003) has argued that, the concept of multiple literacies has several implications for the manner in which people perceive literacy. Therefore, literacy could be considered as a bundle of social practices desired in a particular community (Gee, 1989; Harste, 2003). In the light of this perspective, Gee (1989, p.18) considers literacy as 'an identity kit' which identifies a person as soon as they engage in a discourse. In the light of this, this current study is concerned about how satisfactorily the curriculum — mainly the syllabus and textbooks — contributes to equipping pupils in Ghanaian junior high schools with academic literacy with which to engage in a discourse at their level of education. Like Lea and Street (2006), Gustafsson's (2011) study was concerned with literacy in higher education, not junior high school which was the focus of this study. Gustafsson (2011) contends that language and communication take place in various domains and so proposes an integrated approach to academic literacy.

2.2.3.2 Academic Literacy Development at School Level

Junior high school may be considered as an academic discourse community because the literacy practices share some similarities to what pertains in the universities. Every academic discourse community has a particular style of writing and some peculiar vocabulary items. The ability to control style and vocabulary (genre) is a major feature of English for Academic Purposes (EAP)

(Brick, 2012). The following are considered as some of the common academic genres: ‘essays, laboratory reports, lectures, literature reviews, reports, research reports, seminars, textbooks, tutorial presentations, tutorials’ (Brick, 2012, p.172). In the case of the junior high schools in Ghana, the following may apply: essays, textbooks, project work/report on Integrated Science, classes (instead of lectures), extra classes (instead of tutorials). The concept of plagiarism and citation practices are also part of academic literacy but these are not found in the English syllabus for junior high schools in Ghana.

The structure of a genre is also important in EAP and, generally, in academic literacy. The following table shows the structures of common university genres and in my view these are applicable to essays which candidates are supposed to be able to write in junior high schools and in their exit examination.

Table 1: Common university genre structures

GENRE	**PURPOSE**	**STRUCTURE**
Recount	To tell what happened, for example in recounting a series of events in a history essay.	Orientation Record of events Reorientation
Information report	To describe an entire class of things: e.g., mammals, the planets, plants, as in Science.	General statement which identifies subject. Description: e.g. Features, behaviour, types.
Exposition	To argue for or against a particular position, as in argumentative essays in English, History and Business Studies.	Statement of position Arguments Reinforcement of position statement.

(Source: Kern, 2012, p.173)

2.3 Second Language Acquisition

2.3.1 Second Language Acquisition and Mother Tongue Influence

The language which a child hears from the mother is the child's mother tongue (L1) whereas any additional language which the child either acquires or learns in a formal school setting is a second language (Hoque, 2017; Nunan, 2001). As Nunan (2001) puts it, second language acquisition (SLA) is a term which 'refers to the process through which someone acquires one or more second or foreign languages' (Nunan, 2001, p. 87) whereas language learning is 'the result of direct instruction in the rules of language' (Hoque, 2017, p. 2). Thus, language learning, generally, refers to the formal process of being taught a language in the classroom. However, some scholars contend that second language may be acquired formally through school (Baker, 2011; Krashen, 1992). For instance, Krashen (1992) has postulated that learners can gain sufficiently when second language classrooms are filled 'with input that is optimal for acquisition, it is quite possible that we can actually do better than the informal environment' (Krashen, 1992, p.58).

Mother tongue transfer has an important role to play in second language acquisition. In the process of learning a second language, 'the language learner unconsciously utilizes the mother tongue' (Zhao, 2008, p. 119). Mother tongue transfer could be positive or negative depending on the similarity or difference between the structures of the two languages. If the structures of the two languages are similar, the transfer will be positive; if the structures are different, there will be negative transfer (Zhao, 2008; Corder, 1992). Corder argues that 'the mother tongue does not appear to play a decisive role in the order of development in the target language, at least in the earlier stages' but that mother tongue does play a role in the later development in the target

language (Corder, 1992, p. 21). Besides, ‘some languages are more readily learned than others by speakers of a particular mother tongue’ (Corder, 1992, p. 21). This impact of mother tongue on second language acquisition is relevant in a study on academic literacy development in a setting in which English is studied as a second language such as this current study. Moreover, Thomas (2013) has observed that whereas much research has been undertaken on second language acquisition in Europe, ‘the historiography of the study of language acquisition in China, India, Africa, the Middle East, etc. is sparse’ (Thomas, 2013, p. 26).

Thomas (2013) argues that ‘a learner’s L1 does indeed play some role in L2 acquisition’ which could be ‘in the accuracy, path, or rate of acquisition, or in the incidence of avoidance strategies or in the sequence of provisional hypothesis a learner generates as he or she approximates the target language grammar’ (Thomas, 2013, p. 32). The strategies which a learner employs are informed by the learner’s interaction with the language. As Ellis (1999) observed, learning a second language involves both interpersonal and intrapersonal interaction. The former refers to face-to-face communication while the latter implies, ‘the intrapersonal activity involved in mental processing’ (Ellis, 1999, p.3). In the same vein, Hoque (2017) has underscored the role of mental processes in language acquisition as follows: ‘learners acquire language through a subconscious process during which they are unaware of grammatical rules’ (Hoque, 2017, p. 2).

2.3.2 Second Language Acquisition and Curriculum Implementation

The challenges of learning English as a second language (ESL) have led to much concern about the implementation of English curricular in countries in which English is learnt as a second language. Also, issues of curriculum implementation are examined, for instance, in the US where immigrants have to gain proficiency in academic literacy to enable them to further their education in tertiary institutions.

A study by Aguilar (2011) was undertaken with 'teachers who work for the foreign languages department of a private university of Colombia' (Aguilar, 2011, p. 89). The aim of the study was to find out how the teachers understood language teaching and learning, and how this knowledge could aid in the construction and evaluation of the curriculum (Aguilar, 2011). Three teachers were selected for the study. They 'were teaching different levels of the English proficiency program' (Aguilar, 2011, p. 93). This was a qualitative descriptive study with multiple sources of data. The data sources were: 'biodata surveys, concept maps, narrative interviews, video-taped class sessions, and field notes from the direct observation of classes' (Aguilar, 2011, p. 94). There was coding and analysis of data. The study found that there was the need to evaluate and explore the knowledge teachers had 'from a narrative perspective' so that a better understanding could be obtained about the complexity of the context in which the teachers were teaching (Aguilar, 2011, p. 89). This study, from the sources of data stated above, did not examine the adequacy of the content of the syllabus or textbooks to ascertain the extent to which they promoted academic literacy.

Another study, which was also undertaken in a university, was by Ewert (2011). The focus of studies on academic literacy at university level is underscored by Ewert (2011) thus: 'investigations of second language writing and writers over the last several decades have revealed an increasingly complex landscape for university level writing programs to negotiate' (Ewert, 2011, p.5). Ewert (2011) reported that a considerable percentage of international students who enter US universities 'struggle to adequately comprehend and produce academic texts' (Ewert, 2011, p.5). Ewert's (2011) study was conducted at Indiana University. The study focused on a new programme on academic literacy that was introduced in 2008. The new programme laid stress on 'skills integration and fluency development, which form the basis of literacy' (Ewert, 2011, p.6). Thus, the 'implementation of a curriculum that focuses on fluency development through meaning–oriented reading and writing activity around thematic texts' led to the 'development of academically literate behaviours' better than the previous 'process of linguistic accuracy development in a second language' (Ewert, 2011, p.6).

As in the case of Aguilar (2011) and Ewert (2011), a study by Wang (2006) focused on Chinese tertiary institutions. Wang (2006) explored how the mandatory national college English curriculum was implemented in Chinese tertiary institutions by sampling educational authorities and teachers for interview. The study was conducted through interviews and class observations. Three categories of respondents were interviewed about the syllabus, textbooks and tests. The interviewees were four national policy makers, six departmental administrators and 248 teachers. From the policy makers, the study found that the textbooks 'were intended to supply different genres of authentic reading which would be both intellectually stimulating and academically interesting to adult language learners' (Wang, 2006, pp. 218-219). Therefore, the contents did not exactly align with the syllabus. It was also found that the syllabus objectives were open-ended and

abstract. However, the policy makers explained that this was meant ‘to provide more flexibility and freedom to the intended users’ who are the implementers of the syllabus such as teachers and administrators (Wang, 2006, p. 218). This type of flexible curriculum may not operate successfully in a setting or context of limited facilities where teachers may not have the relevant books and other facilities to implement the curriculum. The focus was on college literacy which invariably was academic literacy.

Another study which was found relevant to this study was conducted by Safiana *et al.* (2019). The study sought to ascertain the ‘extent of the implementation of the English language teaching 2013 curriculum’ in Indonesian secondary schools (Safiana *et al.,* 2019, p. 1536). The study examined ‘aspects of teaching stage, teaching and learning process, and teaching assessments’ (Safiana *et al.,* 2019, p. 1536). Quantitative and qualitative approaches were employed and the study involved 34 teachers from 12 secondary schools. Data were collected through questionnaires, interviews, documentation and observation. The study found that the lesson plans of English teachers in Jepara municipality in Indonesia were well–prepared according to the syllabus. Moreover, the teachers were competent in their teaching and the syllabus was ‘well implemented’ (Safiana *et al*., 2019, p. 1543). The study did not assess the content of the syllabus nor the textbooks.

Widiastuti *et al. (*2013) conducted a study which analysed the implementation of English School Based (ESB) in SMAN 5 Denpasar in Indonesia in the 2012/2013 academic year. The basic school selected for this study was supposed to equip ‘learners with national as well as international standard’ (Widiastuti *et al.,* 2013, Abstract). A qualitative, descriptive research approach which involved interviews, observation and analysis of teachers’ syllabuses and lesson plans was adopted. The study was conducted in three classrooms with their teachers being the participants.

Data were collected from the syllabus, lesson plans as well as observation of activities in the classroom (Widiastuti *et al*., 2013). The study aimed at ascertaining 'the teachers' understanding of ESB, the planning of ESB, the implementation of ESB' and the challenges the teachers faced in the implementation (Widiastuti *et al*., 2013, p.1). The study revealed that the teachers needed to improve on their understanding of ESB. They also needed to enhance their competence in designing an English syllabus and lesson plan, and how to implement ESB 'in more contextualized activities' (p.1). This is quite different from the forward design curriculum in which the syllabus is drawn for the teacher, which applies to this current study. Moreover, unlike this current study, Widiastuti *et al.* (2013) study was conducted at the primary school level.

Yanik (2007) and Kirkgoz (2008) both studied the implementation of the English curriculum in primary schools in Turkey. Yanik (2007) investigated the implementation of the English language curriculum in the sixth, seventh and eighth grades of primary schools. Teachers and pupils were interviewed to find out their perception about the goals of the curriculum, its content, 'instructional strategies, evaluation and assessment procedures, learner attitudes and the problems encountered during the curriculum implementation' (Yanik, 2007, p. iv). Questionnaires were administered to teachers and pupils. In all, 368 teachers and 1235 pupils were randomly selected from '21 cities and 42 towns of the seven regions of Turkey to participate as respondents (Yanik, 2007). Among others, the study found that vocabulary items which were frequently used were taught and most of the classroom activities were on grammar. Moreover, 'these grammar activities were comprehensible' (Yanik, 2007, p. 155). The study also revealed that motivation to learn English

was not high because English was not examinable in the final year [2]*of basic education.* This contrasts with the case of Ghana where English is examined at the end of basic education.

Kirkgoz (2008) also reported on a 2-year case study (2003-2005) of the Communicative Oriented Curriculum (COC) in teaching English to young learners in Turkish schools. This was a case study involving '32 Turkish teachers of English, teaching grade 4 and grade 5' (Kirkgoz, 2008, p. 1864). The study involved class observations and interviews. The findings suggested that there was 'considerable variation among the instructional practices of teachers' who were involved in the teaching of English (Kirkgoz, 2008, p. 1873). Kirkgoz (2008) did not examine the contents of the textbooks or the contents of the syllabus.

Another study, which was done in primary schools, was Oundo's (2017) thesis. The purpose of the thesis was to investigate the factors that were influencing the implementation of the English curriculum in public primary schools in Kanduyi Division of Bungoma South Sub-County in Kenya. Both qualitative and quantitative data were obtained and analysed descriptively. The respondents were 130 teachers and 45 schools were sampled. The study found that the majority of the teachers did 'not use audio-visual aids in teaching new items' (Oundo, 2017, p. 71). Also, the majority of the schools did not have enough books while some lacked adequate classrooms and desks. Besides, teachers had excessive workload because they taught other subjects in addition to English. Moreover, most of the schools were rarely inspected. Clearly, this study did not examine the syllabus nor the textbooks to ascertain how satisfactorily they promoted literacy at the basic level.

[2] Emphasis added

A study which focused on the implementation of an English curriculum at junior high school was undertaken by Intansari (2013). The study was conducted in Sukabunu, West Java in Indonesia and it involved 42 English teachers as respondents from 15 junior high schools. Using open-ended questionnaires, data was collected and analysed 'both qualitatively and quantitatively' (Intansari, 2013, p. 226). The study appeared to focus on teachers' perspectives and teaching rather than evaluation and analysis of the contents of the syllabus and textbooks as was done in this current study. The majority of the teachers interviewed indicated that 'facilitating their students to learn the materials stated in the curriculum was difficult' (Intansari, 2013, p. 229). This was because the amount of materials to cover was plenty; there were large class sizes, the time allocated for the teaching of English was inadequate and 'learning facilities were limited' (Intansari, 2013, p. 229).

Ugwuanyi and Omeje (2013) undertook a study on the challenges in the teaching of English in Nigerian tertiary institutions. According to the authors, 'The use of English is a main course taught in almost all tertiary institutions in Nigeria' (Ugwuanyi & Omeje, 2013, p. 37). This course is similarly to the English courses taught to first year students in Ghanaian tertiary institutions under various titles — Academic Writing, Scholarly Writing, Communication Skills, etc. This was a concept paper and did not have a definite methodology. Rather, the paper examined the 'challenges by looking at English and the concept of global language, challenges of globalization, problems faced in teaching the use of English and proffers solutions to these problems' (Ugwuanyi & Omeje, 2013, p. 37). The problems identified included the lack of experts who were trained in English for Specific Purposes (ESP) and the influence of mother tongue, large class sizes, and lack of textbooks. The study stated that 'the approach is general and not geared to any specific group of students despite the diversity in their academic pursuits and language needs' (Ugwuanyi & Omeje,

2013, p. 37). Nothing else was stated in addition to these drawbacks. Nothing was reported about the contents of the course and the extent to which the syllabus or course content promoted academic literacy.

One significant study on English curriculum implementation in Ghana is a study undertaken by Torto (2017) on the implementation of the English curriculum for primary schools in Ghana. A total of 288 primary school teachers within the Cape Coast metropolis were sampled for the study. Data were collected through unstructured interviews with questionnaires and the English lessons of 12 teachers were also observed in their classrooms' (Torto, 2017, p. 170). The study found that though the teachers were trained, they did not receive 'pre-service training to handle the teaching of English as well' (Torto, 2017, p. 174). Consequently, the teachers taught 'aspects and topics' they could conveniently and this was done 'in fragments' without 'integrating the language skills and teaching across subjects' (Torto, 2017, p. 174). The study also found that there was lack of requisite teaching and learning materials. From the foregoing, it is apparent that the study appeared to be concerned with the role of teachers in laying foundations in literacy in English for pupils in primary schools. Thus, though this was a study on English curriculum implementation in Ghana the focus was not on junior high school.

The situation in Ghana and other parts of Africa may not be different from the experience of school children in Western Europe in the sixth and seventh century, who had to learn Latin to appreciate 'the classic literature of the poets and orators that Roman society prized so highly' (Thomas, 2013, p. 26). In Ghana, pupils have to learn English when, sometimes, they have not yet mastered the dominant Ghanaian language in their locality. The foregoing discussion shows that the evaluation

of English curriculum at junior high school to find out the extent to which it promotes academic does not seem to receive attention.

2.3.3 The Use of Bloom's Taxonomy in the Evaluation of English Textbooks

Bloom's taxonomy of educational objectives has been popular as a tool for evaluation of textbooks, including English textbooks, and the measurement of higher and lower level cognitive skills in test administration (Koksal & Ulum, 2018; Heriati, 2017; Assaly & Smadi, 2015; Shah, Rafique, Shakir & Zahid, 204). The profile dimensions in the syllabus were used as the parameters for the evaluation of the syllabus and textbooks. To a large extent, the profile dimensions correspond to Bloom's taxonomy. Therefore, the evaluation of the curriculum was invariably influenced by Bloom's taxonomy. A chart was developed using the profile dimensions in the syllabus to be used as a means of analysing the syllabus. Again, a profile chart was developed to be used as an instrument for collecting data from the three textbooks.

In the original Bloom's taxonomy there were six main categories under the cognitive domain: 'Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation' (Krathwohl, 2002, p.212). This taxonomy seems to be modified by the developers of the syllabus analysed in this study, so the following words originally in Bloom's taxonomy, 'Comprehension' and 'Synthesis' were substituted with 'Understanding' and 'Inventive Thinking' in the syllabus (Ministry of Education, Republic of Ghana, 2012 a, p. ix).

Shah *et al.* (2014) used Bloom's taxonomy of Learning Domains of 1956 in evaluating a textbook entitled, *English for Academic Purposes,* which was recommended by the British Council and

approved by the Higher Education Commission of Pakistan to be used in Pakistani schools. The study aimed at ascertaining how effective the book would be in meeting the needs of the students.

Shah *et al.* (2014) used the frequency of the key labels in Blooms taxonomy to measure how often particular skills, such as cognitive, affective or psycho motor, were encountered in the textbook. The study did not examine alignment of the textbook *English for Academic Purposes* according to Bloom's taxonomy with the curriculum. Their aim was to 'highlight which levels' were more 'focused on' and which were overlooked (Shah *et al.*, 2014, p. 105). The data were analysed manually and the frequencies were determined. Then 'each level of Bloom's taxonomy was analysed individually and necessary graphs' were developed (Shah *et al.*, 2014, p. 106).

Similar to this current study, Heriati's (2017) thesis used Bloom's taxonomy to analyse a textbook titled, *'Think Globally Act Locally'*, an English book for Junior High Schools in Indonesia to examine its relevance and ascertain the extent to which it aligned to the curriculum. Heriati's (2017) study discovered that most of the contents of the textbook studied were below the level of analysis according to Bloom's taxonomy, and matched with low order thinking skills.

Similarly, the study by Shah *et al*. (2014) revealed that higher level skills such as 'analysis, synthesis and evaluation are almost ignored as their presence in the book is 8%, 9.8% and 6% respectively' (Shah *et al.*, 2014, p.106). Whereas this study focused on the cognitive domain, Shah *et al*. (2014) dealt with affective and psychomotor domains as well. In the opinion of this current study, merely using the profile dimensions or the frequency of the key labels from Bloom's taxonomy to measure frequency of occurrence would not highlight any specific deficiencies in the

textbooks. Therefore, in this current study instances of inadequacies in the textbooks were cited in addition to the results of the profile dimensions.

Koksal and Ulum (2018) have asserted that Bloom's taxonomy of educational objectives plays a crucial role in developing assessments that measure higher and lower level cognitive skills' (Koksal & Ulum, 2018, p. 76). Besides, examinations are important means of evaluation which is essential in promoting excellence in educational activities (Koksal & Ulum, 2018, p. 76). It is often difficult for teachers to select the appropriate questions for an examination paper and this is often considered a time–consuming exercise (Koksal & Ulum, 2018, p. 76; Paul, Naik & Pawar, 2014). Meanwhile, a good assessment should have an examination paper that contains various cognitive levels to reflect different levels of learners' competences (Koksal & Ulum, 2018; Jones, Harland, Reid & Bartlett, 2009). The study adopted a descriptive content analysis design. The study sought 'to investigate the cognitive levels of the exam questions used in various universities all around Turkey' and to determine whether there were any shortcomings in the coverage of the examination questions as far as the lower and higher order thinking skills in Bloom's taxonomy were concerned (Koksal & Ulum, 2018, p. 78). The study found that the examination questions solely covered knowledge and comprehension levels of cognitive domain. Moreover, most of the instructors were not aware of Bloom's taxonomy.

Assaly and Smadi (2015) also used a checklist, which was based on Bloom's taxonomy to evaluate the cognitive levels of the questions in an English textbook known as Master Class textbook being used in Israel. The set of books was used in teaching students at the higher proficiency level. The books were published by a private company and approved by the government. Particularly, the study aimed at determining the presence of higher cognitive skills in the questions which were set

in the textbooks. The study found that 52 % of the questions laid stress on comprehension. Generally, the study revealed that about 40% of the questions in the textbook evaluated laid emphasis on higher order thinking skills and aligned properly with the curriculum (Assaly & Smadi, 2015). This encouraging result was different from the results from the studies by Koksal and Ulum (2018), Shah *et al*. (2014) and Heriati (2017).

2.4 English in Ghana

2.4.1 Status of English in Ghana

Despite the Portuguese being the first Europeans to establish a trading post on the coast of Ghana in the nineteenth century, colonisation of the country by the British early in the same century resulted in English becoming the dominant official language of the country (Mc William & Kwabena-Poh, 1975). Today, English is the language of business, official administration and the legal system as well as being the main language of instruction in Ghanaian schools.

2.4.2 The role of English in Education in Ghanaian Schools

From colonial times of the 1920s until the present day, there have been constant reviews of language in education policy in Ghana (Mc William & Kwabena-Poh, 1975). From the 1840s until 1926, all teaching in the then Gold Coast (now Ghana) was carried out in English. Evidence of this can be found in a circular issued by the Gold Coast Director of Education in September 1954 which stated that:

> *Up to some twenty-five years ago, all teaching in the schools of this country was done in English, and there is strong evidence that the products of those earlier days had and still have a considerably better command of English, both spoken and written, than their children are acquiring today* (Gold Coast Director of Education, Circular Ref No. 84/11/118, 1954).

It can thus be inferred that English was the medium of instruction due to the notion that this would assist learners to acquire English more easily. In about 1920, a campaign began that promoted teaching in the vernacular based on the idea that 'those who learned through the medium of their mother-tongue would absorb ideas and not mere words; that they would think and not just memorise; they would be truly educated' (Gold Coast Director of Education, 1954).

The junior high schools have come to replace the middle schools but the issue is whether the curriculum of the junior high schools is capable of equipping pupils to complete with adequate academic literacy. Since Ghana's independence on 6th March 1957, there have been frequent changes in government with each in turn putting forward their own language in education policy. Each government has had its own specific focus of interest based on its political, economic, and ideological principles which influenced the language policy drawn up for the schools. The major commissions which have reviewed education and language in education policies since Ghana's independence were the Kwapong Review Committee (1966), the Dzobo Review Commission (1974), and Anamuah-Mensah Committee (2002) (Braimah *et al.*, 2014; Ministry of Education, Youth and Sports, Ghana, 2004).

The Kwapong Committee was chaired by a former Vice Chancellor of the University of Ghana, Professor Alex Kwapong. This language in education policy proposed that a Ghanaian language must be used as medium of instruction for Primary 1, 2, and 3 and that English should be the

medium of instruction in the Upper Primary (Primary 4 - 6) through to JHS (JHS 1 - 3). In 1974, the Dzobo Review Commission was set up, chaired by a Professor in Education, N.K. Dzobo of University of Cape Coast. The Commission's report was implemented in 1987 which emphasized the use of Ghanaian languages as medium of instruction in the lower primary and English from the upper primary upwards. Another committee was inaugurated in January 2002 by President John Agyekum Kufuor and was chaired by Professor Jophus Anamuah-Mensah, the then Vice Chancellor of the University of Education, Winneba. The medium of instruction was included amongst its different recommendations. Although the committee specified, as had the earlier committees, that Ghanaian languages must be the medium of instruction in the lower primary and English from the upper primary (Primary 4-6) upwards, the government proposed that 'English should be the medium of instruction at all levels of education, including the primary school' (Opoku & Hanson, 2008, pp. 25-48). This decision by the government is explained in the White Paper on Report of the Education Reform Review Committee thus:

> *The difficulties, however, of implementing that language policy pushed Government to review the modalities of its application. Given the multiplicity of Ghanaian languages, the most obvious of these difficulties is how to provide for a class of children with diverse home languages as is increasingly the case in both urban and rural school settings*
>
> (Ministry of Education Youth and Sports, Ghana, 2004, p. 28)

Again, the language policy in Ghanaian primary schools changed in the 2009/2010 academic year with the implementation of the National Literacy Acceleration Program (NALAP). In June 2006 the Ministry of Education and the Ghana Education Service established a task force with the aim of developing the National Literacy Acceleration Program (NALAP). According to NALAP, pupils will learn to read and write in a Ghanaian language while English will be introduced

gradually, and orally. Next, pupils would start learning how to read and write in English by Primary 2. By Primary 3 pupils were expected to be able to read both a Ghanaian language and English fluently with understanding. The countrywide implementation of the programme was started in the 2009/2010 academic year. Instructional materials and teachers' guides were produced. Additionally, district education officers were trained and workshops were organised for teachers in lower primary schools and their headteachers (Hartwell, 2009).

2.4.3 English Language Proficiency and Academic Literacy

There seems to be a gap between the aspiration for the provision of English language proficiency and academic literacy development. In the various changes in the language policy in Ghana, the focus has been on when English should be introduced as a medium of instruction. There seems to be little regard for the type of language proficiency required by pupils to study all school subjects through the medium of a second (or third or fourth) language as the case may be. None of those committees set up to review the educational system in Ghana examined the need for academic literacy in the curriculum for the teaching and learning of English in the junior high school. In the view of Tonah (2009) all the reasons given by the various governments for introducing the education reforms have been similar. Yet, the reforms have not fulfilled their objectives. Therefore, Tonah (2009) argues that the educational reforms in Ghana should be viewed as politically motivated instead of reforms well-planned to solve educational problems, despite many of the chairpersons being professors of education. Additionally, research on academic literacy such as Lea and Street (2016), McWilliam and Quentin (2014), Madiba (2013), Guthrie *et al.* (2012), Gustafsson (2011), and Lea (2004), has been focused on higher education, particularly academic literacy of mature students, nursing students, black students and non-native speakers of English.

In effect, it is observed that a study on academic literacy at the junior high school level requires attention which this current study attempts to provide.

2.5 English Curriculum for Junior High Schools in Ghana

2.5.1 Forward Design Curriculum

The different curriculum design strategies (forward, central, and backward design) are dependent on the manner in which the dimensions of the curriculum are organised. The dimensions of the curriculum consist of input, process and output. The input dimension includes what is to be taught in the syllabus and the textbooks. The process implies methodology, which covers the learning activities and the teaching strategies adopted by the teachers. These standards and objectives of the curriculum determine the blue print on how teaching and learning must be carried out (Richards, 2013; Pinar, 2014). Output refers to what the pupils are able to produce in their final examinations to demonstrate their mastery over what has been learnt. A central design approach depends on teacher competence and resourcefulness. The central design curriculum focusses on the learning process and the learners (Graves, 2008; Leung, 2012; Richards, 2013). The process of a central design curriculum is represented diagrammatically by Richards (2013) as shown below:

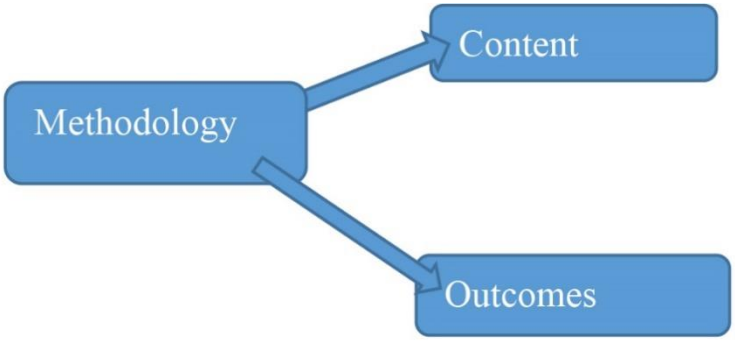

Figure 1: Implementing a Central Design Curriculum (Richards 2013, p.14).

A backward curriculum design begins with learning outputs and these are used for the development of teaching methodology and input. Methodology refers to how teachers handle the content of the syllabus with the pupils. It is based upon the theories of the nature of language and second language acquisition which inform the design of the syllabus (Breen, 2001; Richards, 2013). Output refers to the learning outcomes inferred from the evaluation of the pupils through the examination of their exercises. This approach to curriculum design is suitable in contexts 'where resources can be committed to needs analysis, planning, and materials development' (Richards, 2013, p.29). The dimensions of an input driven curriculum may be summarised as follows:

Figure 2: An adaptation of Richard's dimensions of an input curriculum model (Richards 2013, p. 7).

The English curriculum for junior high school in Ghana may be described as a forward design curriculum. In line with Richard's (2013) forward curriculum design, the input section corresponds with the syllabus while the process corresponds with the textbooks and teaching and learning. The output corresponds with the exit examination (Basic Education Certificate Examination) written by final year candidates of junior high schools in Ghana. The forward curriculum design, which has been described as the traditional approach to curriculum design (Richards 2013; Richards and Rodgers, 2001), is a linear process that starts with input and continues with process and then ends with output. The forward design is suitable 'where a mandated curriculum is in place, where

teachers have little choice over what and how to teach' (Richards, 2013, p.29). In such a situation teachers depend on the government for the syllabus and textbooks. Also, in such situations 'teachers rely mainly on textbooks and commercial materials rather than teacher-designed resources' (Richards, 2013, p.29).

The curriculum (syllabus and textbooks as well as exit questions) which was evaluated was a mandatory curriculum; in that, the syllabus was a national syllabus prepared by the Curriculum Research and Development Division (CRDD) of the Ministry of Education in Ghana. In addition, the textbooks were supposed to be supplied by Ghana's Ministry of Education. At the end of basic education, the pupils in their final year write the Basic Education Certificate Examination (BECE) which is conducted by the West African Examinations Council. Content-based Instruction (CoBI) as well as Content and Language Integrated Learning (CLIL) are also types of forward design curriculum approaches to the teaching of language. Drawing on the parameters of a forward design curriculum outlined by Richards (2013), the English curriculum for junior high schools in Ghana may be described as a forward design curriculum.

2.5.2 How far has the forward design curriculum been meeting the demands of junior high school education in Ghana?

A curriculum is the amalgamation of various parts or aspects of a training programme. There can be a subject curriculum, school curriculum and even national curriculum (Taylor & Richards, 2018; Ross, 2000). A subject curriculum is different from a school curriculum. A school curriculum encompasses all the subjects and activities that are designed or promoted within the institution or school in order to support the growth of the pupils personally, intellectually, socially, and physically (Ross, 2000). On the other hand, a subject curriculum, such as the English

curriculum for junior high schools in Ghana, consists of a national English syllabus, English textbooks for junior high schools (JHS 1- JHS 3), literature text and final or terminal examination (Basic Education Certificate Examination). A syllabus is defined as 'a plan of what is to be achieved through teaching and learning' (Breen, 2001) and may be considered as 'a part of an overall language curriculum or course' (Breen, 2001, p.151). A more detailed definition of a syllabus is given by Richards (2013). Richards (2013) has stipulated that a syllabus implies the selection of the 'Linguistic content' that must be taught, the organisation of the content 'into teachable and learnable units', and the arrangement of these units 'in a rational sequence' (Richards, 2013, p. 6). The syllabus is therefore an aspect of the curriculum that systematically outlines what must be taught and suggestions on how it must be taught.

Generally, the forward design curriculum has challenges in its implementation. Both Graves (2008) and Richards (2013) have stated some of the challenges of the forward design or specialist curriculum. Richards has observed that 'in some contexts the planning and development of each stage in the curriculum development process is carried out by different specialists who have expertise in each process, such as specialists in syllabus design, methodology, and assessment' (Richards, 2013, p.13). This approach to the planning and development of the curriculum typifies what pertains in the development and implementation of curricula at the first and second cycles of education in Ghana. The syllabus is drawn by the Curriculum Research and Development Division of the Ministry of Education, the textbooks are supplied by the Ghana Education Service which is responsible for the basic level of education in Ghana while the terminal examination is organised by the West African Examinations Council, Accra. Private textbook writers bid for the production of the textbooks under the auspices of the Ministry of Education and Ghana Education Service. Those who win the bid produce them and then the Ghana Education Service supplies them to the

schools. This approach has been referred to as ‘a specialist approach’ (Graves, 2008, pp.149-151). The challenges of the specialist approach or forward design curriculum will be discussed in detail in Chapter 5, which is for analysis and interpretation of data. In that chapter, the alignment of the syllabus with the textbooks as well as its deficiencies will be discussed.

2.5.3 Empirical Studies on the English Curriculum in Ghana

Various studies conducted in Ghana seem to demonstrate that the English curricula for primary and junior high school appear in one way or another to give inadequately support for basic education. Some of the studies focused on English as a medium of instruction, the readability of English textbooks for junior high schools, the role of parents, supervision and monitoring, and access to the supplementary reading books. Yet, there seems to have been no comprehensive study on the English curriculum for junior high schools in Ghana like this current one which focused on the English curriculum and its development of academic literacy in pupils.

Owu-Ewie’s study in Ghana examined four different sets of JHS 1-3 English language textbooks, including the government textbooks evaluated in this study, and observed that most of the passages were above the age of the learners and difficult for them to read and comprehend (Owu-Ewie, 2014, p. 35). Again, Owu-Ewie and Eshun (2015) have examined the factors that have hampered the use of English as medium of instruction in the educational system in Ghana from primary 4 to junior high school. In their view, the use of English as a medium of instruction in this section of the educational system, primary 4 to JHS (Grade 9), can be enhanced by laying firmer foundations in the learning of Ghanaian languages in the lower primary (kindergarten to primary 3). While this concept may apply well for monolingual communities, they seem to lose sight of multilingual

communities and communities whose mother tongue is not scripted such as the site for this current study in the Ho West District. Ansah and Agyemang in their 2015 study of two minority languages in Ghana vis- à- vis the country's language in education policy have observed that: 'What policy makers fail to take note of is the fact that not all the mother tongues of pupils are government-sponsored, and that by selecting about 10% of languages spoken in Ghana, some minority languages are sacrificed' and, according to the authors, it constitutes 'a denial of the linguistic rights of school children whose mother tongues are considered as minority languages' (Ansah & Agyemang, 2015, p. 102). Therefore, they propose that 'every Ghanaian language must be given the needed support for it to thrive and develop' (2015, p.102).

Schools in the section of Ho West District selected for this study cannot use their home language for schooling because the language (known as *Siya* or *Sideme*) is a minority language and not recognised as a medium of instruction in schools. The language of instruction up to primary three is *Ewe*, the dominant language in the Volta region of Ghana while English is to be used as the medium of instruction from Primary 4. Children are therefore expected to master the *Ewe* language by the end of primary three and then move to English from Primary 4. Despite *Ewe* being the language used in church and most official functions it is hardly ever spoken within the home environment except in those circumstances when conversation is with someone who does not understand the local language, *Sideme*.

Cummins's theory that the mother tongue (L1) influences the L2 is relevant to this study. According to CALP, pupils should be able to contrast their mother tongue (L1) with English (L2) and be able to identify the difference in terms of grammar and phonics between their mother tongue or first language (L1) and the second language (L2). Thus, for critical language awareness, in

addition to pupils comparing and contrasting their languages with the L2, they should be given the opportunity to investigate 'their community's language use, practices, and assumptions' (Cummins, 1999, p.6). This concept was part of the evaluation of the English textbooks in this study. Even though the syllabus and textbooks may not promote the comparison expressly, the mental task which pupils may go through cannot be ignored because 'the language learner unconsciously utilizes the mother tongue' (Zhao, 2008, p. 119). Mother tongue transfer could be positive or negative (Zhao, 2008; Corder, 1992). This depends on the similarity or difference between the structures of the two languages. When the two languages are similar in structure, the transfer will be positive but there will be negative transfer if the structures are different (Zhao, 2008; Corder, 1992). In the case of the study area for this current work, the pupils' language *Sideme se* may not have the same structure as English (L2). For example:

Monemi le ya (Sideme se).

'My sibling is this' (Literal translation)

'This is my sibling' (English)

The language of the pupils may have similar structure sometimes as *Ewe*, the dominant language in the district. For example, the sentence in *Sideme se* above has similar structure as *Ewe:*

Novinye enye si (Ewe).

'My sibling is this' (Literal translation)

'This is my sibling' (English)

Certain expressions, particularly idiomatic expressions, may be difficult to translate directly into *Ewe* and for pupils to produce the English equivalent may also be a challenge.

Sideme did not have an orthography until 2008 when 'the *Sideme* Language Committee launched the *Sideme* orthography' (Ghana Institute of Linguistics, Literacy and Bible Translation (GILBT),

2013a, p.2). The first primer was printed in February 2010. Three hundred copies of the first primer, which is titled *Kukpasì Sideme se* (meaning: Let us Learn *Sideme* language), were printed by the Ghana Institute of Linguistics, Literacy and Bible Translation (GILBT, 2010). The second edition was published in October 2010. Other booklets have been printed but these are predominantly used in adult literacy classes to facilitate reading of the Bible in *Sideme se.* These booklets include *Kunyanya Vuvuyɔ (The New Testament) GILBT, 2017; Kukpasi Sidemese 2* (Second Primer) GILBT, 2013; *and Sideme* Transitional Primer GILBT, 2013a.

The first translation of the New Testament into *Sideme se* was published in 2017 (Ghana Institute of Linguistics, Literacy and Bible Translation, 2017). It is against this background that this study seeks to investigate the extent to which the English curriculum for junior high schools is promoting academic literacy development in the pupils at that level of education in Ghana.

Moreover, the result of the terminal examination at the end of basic education, which is the Basic Education Certificate Examination, has not often been favourable for many pupils. This situation may be inferred from the poor results of the area selected for this current study. Additionally, the Chief Examiner's reports on English at the Basic Education Certificate Examination (BECE) have often not been pleasant. While the good candidates wrote good English that met the standard of the examination, the majority could not manage the level of literacy required by the examination. A case in point was the 2015 Chief Examiner's report: 'The majority of candidates wrote very poor English. There were instances where you could not tell whether the candidate was writing English or some other language. Most candidates simply lacked the ability to construct simple readable sentences' (WAEC, 2015, Candidates Weaknesses). Although several other factors may contribute to the abysmal performance, the role of the curriculum as a contributory factor can only

be ruled out if a study proves that it has adequately supported academic literacy. This is why this current study is relevant.

Again, the study of Torto (2017) on the implementation of the English curriculum for primary schools in Ghana is worth mentioning here. The study was a descriptive study which was conducted in the Cape Coast Metropolis of Ghana. According to Torto (2017) 'mixed -methods approach' was used 'for data collection and analysis' (Torto, 2017, p. 170). A total of 288 primary school teachers within the Cape Coast metropolis were sampled for the study. Data were collected through unstructured interviews with questionnaires and 'the English lessons of 12 teachers were also observed in their classrooms' (Torto, 2017, p. 170). The study found that pupils did not participate during English lessons. This was because though the teachers were trained, they did not receive 'pre-service training to handle the teaching of English as well' (Torto, 2017, p. 174). Consequently, the teachers taught 'aspects and topics' they could conveniently handle, and this was done 'in fragments' without 'integrating the language skills and teaching across subjects' (Torto, 2017, p. 174). The study also found that there was lack of requisite teaching and learning materials. From the foregoing, it is apparent that the study appeared to be concerned with the role of teachers in laying foundations in literacy in English for pupils in primary schools.

Opoku-Amankwa, Brew–Hammond and Mahama (2012) examined two literacy development programmes employed in Ghanaian basic schools. The two literacy programmes were aimed at promoting reading in both English and Ghanaian languages. The first, in 1998, was a books scheme for basic schools which aimed at promoting reading in both English and Ghanaian languages. Therefore, supplementary readers in English and Ghanaian languages were supplied to primary schools. The aim of the scheme was to 'ensure that every primary school pupil has access to at

least two supplementary readers at any given time' and to use the books with the direction of the class teacher (Opoku -Amankwa *et al.,* 2012, p. 4). The books scheme was implemented by the Ministry of Education (Ghana) and supported by the Department for International Development, UK (DFID). The second, a reading assessment programme, was intended to enhance the quality of education, particularly at the basic level. The purpose of the study by Opoku-Amankwa *et al.* (2012) was 'to assess the importance of the two literacy schemes in a cluster of schools' which consisted of two streams of primacy school (Grades 1- 6) and a Junior high school (Grades 7-9), all situated in Kumasi, which is the second major city in Ghana (Opoku-Amankwa *et al.,* 2012, p. 3).

The researchers observed school and classroom life and took note of non-verbal interactions. They also interviewed three education officers who were in charge of books and logistics, literacy projects and supervision. The study revealed amongst other factors that in these two specific programmes pupils did not have access to the supplementary reading books because the teachers often locked up the books without giving them out to the pupils. The researchers noted that the differences of access may 'explain the achievement gap between pupils from economically disadvantaged homes and those from middle income families' (Opoku-Amankwa *et al.*, 2012, p.6). They also observed that the teachers did not understand policies concerning literacy and there was absence of supervision and monitoring of the schemes to ensure their successful implementation. However, the focus of such a study in the cities may not necessarily reflect that which pertains in the rural areas where the larger numbers of pupils reside.

Furthermore, since the materials were not evaluated, as in this current study, it was not established whether the study materials were suitable or not. The evaluation in that study seems to have

focused on the monitoring and supervision of reading in the schools and pupils' access to reading materials. The researchers reported that there were no proper records from an internal monitoring team to indicate that any supervision was being done. The monitoring was to be done by publishers and members of the district and municipal assemblies.

So far, another study conducted by Opoku-Amankwa, Brew-Hammond and Kofigah (2011) appears to be the only available study which has tried to find out how a set of English textbooks being used in the Ghanaian basic school system aligned with the curriculum. Opoku-Amankwa *et al.* (2011) examined three English textbooks used in primary classes 4, 5 and 6 (Grades 4, 5, and 6) in Ghana at the time of the study and their teacher's guides, the syllabus and Ghana's textbook policy. In that study, specific attention was paid to issues of learning and literacy which underpinned the textbooks. As in the case of part of this current study, qualitative content analysis was used in analysing the texts. Moreover, the focus of their study was on primary school English textbooks only whereas this study was about the English curriculum of junior high schools in Ghana. The books studied belonged to a series of books titled, 'Gateway to English for Primary Schools' which were written by several members of the Ghana Association of Teachers of English.

The means of data collection was by text analysis and interview with teachers. The text analysis did not focus on the presence of academic literacy promotion. Rather, the objective was to establish the 'language and literacy principles' which underpinned the English textbooks examined, and to ascertain 'the pedagogical intensions' of the textbooks as well as which 'opportunities' the textbooks offered for 'sociocritical language and literacy development' (Opoku-Amankwa *et al.*, 2011, p.294). Besides the focus on primary school, the study did not analyse the syllabus as was done in this current study to ascertain any flaws or limitations. Specifically, the study

recommended ‘the need to develop content-based textbooks particularly for book famine situations such as Ghana’ (Opoku-Amankwa *et al.,* 2011, p.307). This implies that the contents of English language textbooks must consist of specific themes or subject matter which would provide pupils with opportunities to use language the way it would be used in their specific subjects. The ‘book famine situations’ refer, metaphorically, to schools where textbooks are in short supply. Generally, the expression, ‘content-based instruction’ may be used to refer to classroom situations ‘where subject matter is used’ to provide learners of a second language with ‘enriched opportunities for processing and negotiating the target language through content’ (Lyster, 2007, p.1). Also, in a content-based syllabus, the second language (L2) is used as the medium of teaching specific themes or subject matter. Therefore, topics in language instruction are developed based on the needs of academic subjects such as Science, Mathematics etc. (Jalilzadeh & Tahmasebi, 2014).

Some studies have been conducted for USAID, and although these have focused on literacy and numeracy in primary schools, the findings are considered relevant to this current study because they shed light on the literacy competence of the pupils who enter junior high school. For example, a report on a study conducted for USAID entitled, Baseline Assessment Report has shown that literacy in primary schools is unfavourable. Likewise, a study conducted in 2009 on the National Literacy Acceleration Programme (NALAP) and which reported to USAID/ Ghana disclosed that ‘only 26% of pupils who reach the sixth and final year of primary school are literate in English and only 11% are numerate (Leherr, 2009, p.1).

Another study, the Ghana Education Assessment Report conducted in 2016 stated that ‘in English the Reading domain presented the greatest challenge to pupils’, in both Classes 4 and 6 (Grades 4 and 6). On average at Grade 4 pupils scored 44% correct, and those at Grade 6 scored 43% correct.

The report showed that it was in objectives or 'Chance domain where pupils' in Grade 6 'scored 53% on average' (The Ghana National Education Assessment Report, 2016, p. viii). This implies that for multiple objective tests the pupils depended on chance and guess work whereas their comprehension of what they read was faulty.

Again, only 32% of participants at grade 4 across the country were able to meet the expected level of proficiency in English. Minimum competency was attained by 33.5% while 29.3% were below minimum competency. For grade six, only 37.9% of participants in the survey attained proficiency level while 33.7% attained minimum competency. Those who scored below minimum competency were 28.4%. In summation, data from the Ghana National Education Assessment Report, 2016 indicates that a total of 62.1% of primary school pupils who participated in the study from the ten regions of Ghana attained below expected proficiency level (Ministry of Education & Ghana Education Service, 2016). Their study, though not on academic literacy and not conducted at the junior high school level, has implications for this current study as it throws light on the competence of most Ghanaian children in basic English literacy.

2.5.4 Conclusion

Most of the studies on English syllabus implementation focused on universities (Aguilar, 2011; Ewert, 2011; Wang, 2006; Ugwuanyi & Omeje, 2013). These were concerned with academic literacy in the university. Aguilar's (2011) study in a private university of Colombia did not examine the adequacy of the content of the syllabus or textbooks to ascertain the extent to which they promoted academic literacy. However, that study contributed to literature on English curriculum implementation and academic literacy development at the university level. Similarly,

the main contribution of Ewert's (2011) study at Indiana University was the addition to literature on the promotion of academic literacy through the implementation of an English curriculum. Wang's (2006) study on a mandatory English curriculum in China also contributed to literature on English curriculum implementation at the tertiary level in Chinese tertiary institutions. Additionally, it also highlighted, as part of the curriculum, an example of a syllabus with open-ended and abstract objectives. This type of flexible curriculum may not operate successfully in the context of this current study with limited facilities where teachers did not have the relevant books and other facilities to implement the curriculum.

Safiana *et al*. (2019) study was on the implementation of the English language teaching curriculum in Indonesian secondary schools. That study found that the lesson plans of English teachers were well prepared according to the syllabus. This meant that the teachers understood the demands of the syllabus. Moreover, the teachers were competent in their teaching and the syllabus was 'well implemented' (Safiana *et al.*, 2019, p. 1543). This was contrary to the study by Widiastuti *et al.* (2013) which revealed that the teachers needed to improve on their understanding of the English curriculum. The study by Widiastuti *et al*. (2013) was on the implementation of an English curriculum in a primary school in Indonesia. Both studies by Safiana *et al.* (2019) and Widiastuti *et al.* (2013) show that where teachers have to draw their own syllabus and lesson plan, they have to be competent and understand the demands of the curriculum. This is quite different from the current study of a forward design curriculum. As noted under curriculum types, the syllabus is drawn for the teacher in a forward design curriculum.

A study by Intansari (2013) which investigated the implementation of an English curriculum at junior high school was done in Indonesia. Conducted mainly through the interview of teachers,

the study found that motivating students to learn English was difficult because the amount of materials to cover was plenty while learning materials were inadequate. There were also large class sizes and the time allocated for the teaching of English was inadequate.

Some of the sources reviewed (Safiana *et al*., 2019; Oundo, 2017; Widiastuti *et al.*, 2013; Yanik, 2007; Kirkgoz, 2008) contributed mainly to literature on the implantation of English curriculum in primary schools. Among others, Yanik's (2007) study found that motivation to learn English was not high in Turkey because English was not examinable in the final year [3]*of basic education in Turkey.* This contrasts with the case of Ghana where English is examined at the end of basic education.

Oundo (2017) found that audio-visual aids were not used by most of the teachers when new items were being taught in a sub-county in Kenya. It was also found that the majority of the schools lacked adequate facilities such as books, classrooms, and desks. Besides, teachers had excessive workload and most of the schools were not often inspected. Clearly, this study did not examine the syllabus nor the textbooks to ascertain how satisfactorily they promoted literacy at the basic level.

In Nigeria, the study by Ugwuanyi and Omeje (2013) to examine the challenges in implementing an academic literacy programme titled *The use of English* in Nigerian tertiary institutions found the following as the main drawbacks: lack of trained experts in English for Specific Purposes (ESP), the influence of mother tongue, large class sizes and lack of textbooks. Nothing was

[3] Emphasis added

reported about the contents of the course and the extent to which the syllabus or course content promoted academic literacy.

Torto (2017) investigated the implementation of the English curriculum for primary schools in Ghana. Through interviews with questionnaires and the observation of the English lessons of sampled teachers, the study found that the teachers did not teach adequately. Though the teachers were trained, they did not receive the requisite training to enable them to teach English satisfactorily. The study also found that the schools lacked teaching and learning materials. Thus, though this was a study on English curriculum implementation in Ghana, the focus was not on junior high school. Besides, neither the textbooks nor the syllabus was evaluated.

Additionally, Owu-Ewie's study in Ghana examined four different sets of JHS 1-3 English language textbooks including those evaluated in this study (Owu-Ewie, 2014). The study found that most of the passages were above the age of the learners and difficult for their understanding. Also, Owu-Ewie and Eshun (2015) investigated factors which affected the use of English as medium of instruction from primary 4 to junior high school in Ghana. The study found that if a stronger foundation is laid in the learning of Ghanaian languages in the lower primary (kindergarten to primary 3), it will lay a firm foundation for the use of English as a medium of instruction from primary 4 to JHS.

A study, which examined the effectiveness of two literacy development programmes in Ghanaian basic schools (some primacy schools and a Junior high school) in Kumasi in Ghana, revealed, amongst other factors, that pupils did not have access to the supplementary reading books. This was because the teachers often locked up the books without giving them out to the pupils (Opoku-

Amankwa *et al.*, 2012). Opoku-Amankwa *et al.*, (2012) also found that the teachers did not understand policies concerning literacy and there was absence of supervision and monitoring of the schemes to ensure their successful implementation. Opoku-Amankwa *et al.* (2011) seems to be the only study in Ghana that has investigated how a set of English textbooks being used in the Ghanaian primary school system aligned with the syllabus. Besides the focus on primary school, the study did not analyse the syllabus as was done in this current study to ascertain any flaws or limitations. Additionally, the study found that the contents of the English language textbooks did not contain specific themes or subject matter which would provide pupils with opportunities to use language the way it would be used in their specific subjects.

The empirical studies conducted in Ghana seem to suggest that pupils do not do well in English in the primary school which is the foundation for Junior high school (Owu-Ewie, 2014; Ansah and Agyemang, 2015; Leherr, 2009; The Ghana National Education Assessment Report, 2016). This poor picture is partly due to poor preparation of pupils for reading and lack of access to reading materials (Owu-Ewie, 2014; Ansah and Agyemang, 2015; Leherr, 2009). While Owu-Ewie and Eshun (2015) contend that foundations in reading could be laid through the teaching of Ghanaian languages up to Primary 3, Ansah and Agyemang (2015) hold the view that pupils from minority communities may suffer because their L1 is not scripted and not sponsored by the government for teaching in schools. The studies further portray, through the Chief Examiner's reports that pupils have not been performing well in their Basic Education Certificate Examination. This overall gloomy picture is why an evaluation of the English curriculum at junior high school is essential to ascertain the extent to which it supports the acquisition of academic literacy as a component of English language learning at junior high school. Yet, no study seems to have evaluated the English

curriculum for junior high schools in Ghana to find out the extent to which academic literacy is promoted by the curriculum.

In sum, none of these studies focused on the evaluation of the contents of the syllabus, the textbooks and the exit examination questions as was done in this current study. Moreover, none of the studies evaluated the English curriculum of a junior high school to ascertain the extent to which academic literacy was promoted in the curriculum. Even the study conducted by Intansari (2013) which investigated the implementation of an English curriculum at junior high school in Indonesia was conducted mainly through the interview of teachers. Therefore, there appears to be a gap in the literature concerning the evaluation of English language curriculum implementation at the junior high school level to ascertain the extent to which academic literacy development was promoted in the curriculum.

CHAPTER THREE: THEORETICAL FRAMEWORK

3. Introduction

This chapter deals with the theoretical framework. A theoretical framework is a "blueprint" that serves as a guide to the researcher (Adom, D., Hussein, E.K., Agyem, J.A. 2018; Grant & Osanloo, 2014). Thus, 'the theoretical framework guides and should resonate with every aspect of the research process from the definition of the problem, literature survey, methodology, presentation and discussion of the findings as well as the conclusions that are drawn' (Adom *et al.*, 2018, p. 438). This chapter focuses on critical theory and academic literacy which are the underlying theories of this study.

3.1 Theoretical Framework

The underlying theories that informed the framing of the topic and conceptualisation of the study as a whole were critical theory and academic literacy (Merriam & Tisdell, 2016; Grant & Osanloo, 2014; Maxwell, 2013). This theoretical framework was applied throughout the study. In effect, the theoretical framework was utilised 'to structure all aspects of the research process,' and it thus informed the theory from the onset through to the end of the study (Grant & Osanloo, 2014, p.12). The theoretical framework was also employed to determine the trend of the interviews and this helped to maintain the focus of the research (Green, 2014; Merriam & Tisdell, 2016).

3.1.1 Critical Theory

The foremost theory which underpins this study is critical theory. Thompson (2017) has postulated that, 'what is distinctive about critical theory' is 'the concept of "critical" (*Kritik*) itself' (Thompson, 2017, p. 1). In other words, this concept of critique is an important characteristic of

critical theory ‘as a whole and of its distinctiveness’ (Thompson, 2017, p. 1). Therefore, the study took a critical approach to the evaluation of the curriculum for teaching and learning of English in junior high schools in Ghana. In line with critical research, this study contextualised the issue of academic literacy development (Merriam & Tisdell, 2016) in the Ho West District in the Volta Region of Ghana. The purpose of the study was to evaluate the English curriculum for junior high schools to ascertain the extent to which academic literacy was being promoted with the curriculum. If a curriculum does not fulfil the academic literacy needs or cognitive academic proficiency needs of junior high school pupils, such a curriculum may be deemed deficient as pupils may not do well enough to advance academically. Moreover, they may ultimately, not be considered suitable for reputable employment and managerial positions and thus become marginalised. Studies based on critical theory (Motselisi, 2016; Kumashiron, 2000; Mayo, 1995; Freire, 1993, 1974) therefore examine ways in which people are oppressed and how they can be liberated. Critical theory tries to identify the political undertones which may lead to oppression (Thompson, 2017; Friersen,2008). Thompson (2017) has asserted that in order ‘to understand the nature of domination in a modern society’ it is appropriate to examine ways in which societal institutions repress by assuming ‘an authoritarian structure that inhibits the will to freedom and instead instils a “fear of freedom” and the embrace of reactionary politics’ (Thompson, 2017, p. 5).

Similarly, Friersen (2008) has observed that ‘the central argument of critical theory is that all knowledge, even the most scientific or “commonsensical” is historical and broadly political in nature’ (Friersen,2008, par. 2). This implies that knowledge is not defined independently of human interest. Therefore, the framers of the English curriculum for JHS in Ghana may have their interests which may have shaped the curriculum. In effect, ‘knowledge is shaped by human interests of different kinds’ (Friersen,2008, par. 2). If the teaching is inadequate and pupils have not developed

cognitively or proficiently in English and by extension other subjects, they cannot participate effectively in social and political discourse. Thus, as noted earlier, critical theory aims at exposing 'the domination, control and suppression' that hides behind what at first sight or ordinarily appears 'neutral, progressive and necessary' (Harney, 2017, p.1), yet may have some inhibiting political and repressive undertones.

Next, critical theory examines the deliberate exploitation or oppression through restriction of education. For instance, if pupils in public schools are educated with a curriculum (syllabus and textbooks) which contain inaccuracies, pupils will not be equipped with adequate knowledge. Such pupils will be ignorant and can be exploited. The oppressive nature of some curricula is what Freire (1993) discussed in his seminal work, *Pedagogy of the Oppressed*. That is the kind of teaching that does not liberate but limits learners so that they are exploited because they cannot fight for their rights. Freire (1993) observed that 'the oppressed, instead of striving for liberation, tend themselves to become oppressors, or sub-oppressors' because the 'very structure of their thought has been conditioned by the contradictions of the concrete, the existential situation by which they were shaped' (Freire, 1993, p.45). This is similar to the assertion of Thompson (2017, p. 5) that the people who are inhibited may have a "fear of freedom." Freire (1993, p.72) further noted that an oppressive education is one that does not take into account the academic needs of pupils; rather than 'communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education ….'

Furthermore, according to Kumashiron (2000), amongst educational researchers, it is generally agreed that identity can privilege some in society whilst others are marginalized. Within this concept, identity may take the form of where a school is located and how that location can impact

on the implementation of the curriculum. This implies that location as identity could be attributable to the oppression of some pupils as far as the curriculum and its implementation is concerned.

Critical theory may be linked to academic literacy. Mayo (1995) distinguishes between critical literacy and functional or cultural literacy. Functional literacy being 'the technical process of acquiring basic reading skills necessary to follow instructions, read signs, fill forms, etc.' whereas cultural literacy implies the acquisition of the capacity to appreciate the 'cultural and linguistic baggage of one's community' (Mayo, 1995, p. 363). This implies that an understanding of cultural and linguistic nuances is necessary to function effectively in one's cultural setting or community. Critical literacy, according to Mayo (1995) refers to a process whereby a person becomes empowered and therefore liberated 'to be able to unveil and decode' the implications of ideology in a written text (Mayo, 1995, p. 363). However, without a critical perspective (critical theory, critical literacy, academic literacy) pupils and teachers cannot 'obtain a critical distance from the world they know to perceive it in a different and critical light' (Mayo, 2013, p. 10). Thus, critical theory shares a link with academic literacy because it is when pupils acquire the requisite competence in academic literacy that they can evaluate that which is read across all subjects. Chaka (2009, p. 31) has epitomised the continuous evolvement of literacy in 'the metaphor of the changing faces of literacies', whereby several approaches to literacy have been identified which include the following: 'new literacies approach, multicultural literacies approach, pluralistic literacies approach, critical multimedia literacies approach and globalised literacies approach' (Chaka, 2009, p. 42). Relevant to this study are pluralistic literacies, which include the following: 'basic functional, local or vernacular, formal, social and critical literacies, and multi-literacies' (Chaka, 2009, p.44). He rightly observes that formal literacy has to do with academic literacy. Meanwhile, Freire (1974) contends that literacy should not be concerned with mere reading and

writing for, ‘critically transitive consciousness is characterized by depth in the interpretation of problems’ (Freire, 1974, p. 18). Therefore, literacy should be viewed as having ideological underpinnings (Chaka, 2009; Cummins, 2000; Freire, 1974). As Chaka (2009, p. 44) explains, literacy practices must be viewed ‘within an ideological–power framework’. It is unfavourable ideological situations that produce the oppressed whereby, ‘their thought has been conditioned by the contradictions of the concrete existential situation by which they are shaped’ (Freire, 1993, p. 45). Hence, to be able to ‘surmount the situation of oppression, people must first critically recognize its causes, so that through transforming action they can create a new situation, one which makes possible the pursuit of a fuller humanity’ (Freire, 1993, p.47).

Hence, in the quest for academic literacy, a curriculum, which does not equip its pupils with the requisite academic literacy, may be described as an oppressive one. The curriculum must equip pupils to ‘surmount the situation of oppression’ so that they may realise a sense of ‘fuller humanity’ after school. Again, herein lies the link between critical theory and academic literacy as both aim at liberation and change. While academic literacy aims at equipping pupils with the necessary skills and competencies to apply critical perspectives in their learning, critical theory is employed to examine situations, and identify shortcomings with an aim to bring about useful changes. Academic literacy promotes the ‘degree to which an individual has access to and expertise in understanding and using the specific kind of language that is employed in educational contexts and is required to complete academic tasks’ (Cummins, 2000, p. 66). In a similar vein, Motselisi (2016) has indicated that critical theory is a tool for social equality, emancipation, and justice. Motselisi (2016) also adopted critical theory in a study which investigated the problems of English literacy in a Grade 4 class in a primary school in the Free State Province in South Africa. The

author noted that in the absence of principles of democracy such as fairness in the delivery of literacy, pupils may be marginalised.

Na and Kim (2003) contend that: 'Reading and writing are not private affairs involving a set of discrete skills but rather social acts that one engages in within a community' (Na & Kim, 2003, p.146). This implies that pupils must be equipped to be able to 'engage in a variety of social practices' (Na & Kim, 2003, p.146). Thus critical literacy aims at equipping pupils with the competence in reading and writing that enables them to evaluate situations and participate meaningfully in the political activities of their society (Freire, 1985, 1993; Na & Kim, 2003). Academic literacy, then, has an implicit concept of critical literacy as it aims at equipping pupils not only to do well in school but also to function satisfactorily in society after school. For instance, the syllabus evaluated in this study has a general aim of equipping pupils with language skills; in addition, the syllabus lays stress on the profile dimensions of evaluation and analysis. Analysis aims, among others, at assisting pupils to develop a critical attitude to 'identify significant points, recognize unstated assumptions, and logical fallacies, recognize inferences from facts, etc.' (Ministry of Education, Republic of Ghana, 2012a, p. ix). This implies that the syllabus seemed to reflect critical theory as postulated by Freire (1974) whereby pupils would not be mere recipients of knowledge but would be critical of what they learn and apply that learning in their life after school. Critical theory and academic literacy are therefore intertwined. Pupils who lack critical attitude in their learning can only adjust to their circumstances. Therefore, it is only when people have developed a lasting critical attitude can they 'overcome a posture of adjustment in order to become integrated with the spirit of the time' (Freire, 1974, pp. 5-6).

Thus, exploring the link between critical theory and academic literacy, this study adopted critical theory to understand how the English curriculum for junior high schools in Ghana was benefiting the selected schools in the Ho West district of the Volta Region of Ghana. The result was expected to reflect the experience of similar communities in Ghana. Additionally, the study was expected to demonstrate whether, irrespective of location, pupils would be equipped with the requisite academic literacy. Therefore, the objectives of this study are in tandem with the foregoing principle underlying the nature of the transformative paradigm in qualitative research, and transformative mixed methods (Creswell, 2014). Mixed methods is transformative when it 'uses a theoretical lens drawn from social justice or power' (Creswell, 2014, p.16) such as critical theory.

3.1.2 The Development of Academic Literacy

The concept of cognitive academic language proficiency was developed by Cummins (1999) who posits that basic interpersonal communication skills (BICS) are different from cognitive academic language proficiency (CALP). The latter takes longer to develop. Consequently, it is incorrect to use as an indicator the fact that pupils who appear to converse fluently with their peers will be able to use English effectively in their academic work. Whilst this implies that junior high school pupils may be able to converse with their peers with some relative proficiency they may not be able to employ academic language in their school subjects.

New literacies have developed as a result of technology. Scholars in New Literacy Studies have broadened the 'understanding of literacy beyond schooling' by 'building on discipline such as anthropology, sociology, linguistics, and semiotics' (Pahl & Rowsell, 2012, p.16). Pahl and Rowsell (2012) have maintained that the 'New Literacy Studies offers both a new way of looking at students, as involved in literacy in a number of different domains, and a way of seeing literacy

in the classroom, as part of everyday life, meshed in with everything else. It makes the classroom local and global' (Pahl & Rowsell, 2012, p.19). This implies that literacy is seen as part of everyday life and there is no distinction any longer between school and home with regard to literacy (Pahl & Rowsell, 2012). In effect, New Literacy Studies have considered home literacies or 'out-of-school literacy' as interconnected with literacy activities in the classroom. Consequently, the teacher is expected to build on a pupil's 'out- of -school literacy' in the classroom while parents, all things being equal, also have the duty to build on at home what the pupil has acquired at school (Pahl & Rowsell, 2012).

The main argument of Pahl and Rowsell (2012) is that 'it is possible to combine an understanding of literacy as a set of skills with an understanding of how we see literacy in everyday life' (Pahl & Rowsell, 2012, p.5). Literacy must be considered 'as a global and social practice' which will promote the understanding of 'why children need to communicate not only across different cultures, but also in relation to changing global communication' (Pahl & Rowsell, 2012, p. 5).

New literacies have also been looked at from another dimension as multiliteracies (Cope & Kalantzis, 2009). With the changing world and the changes in 'the communications environment' the New London Group which is the main proponent of *new literacies* thought that in view of the changing world, 'literacy teaching and learning would have to change as well' (Cope & Kalantzis, 2009, p. 165). The term 'multiliteracies' (Cope & Kalantzis, 2009; Pahl & Rowsell, 2012) is described by Cope and Kalantzis (2009) as literacy skills which are "out-of-school experiences" (Cope & Kalantzis, 2009, p. 165). These skills should be merged with what happens in the classroom (Cope & Kalantzis, 2009). Navehebrahim (2011) considers the multiliteracies approach as a useful teaching approach that entails literacy abilities, choices and attitudes. Besides, the

multiliteracies approach 'recognizes that meaningful learning takes place if there is link between theory and practice' (Navehebrahim, 2011, p. 863). In the view of this thesis, that link between theory and practice is similar to Lea and Street's (2006) academic literacies model which encompasses the study skills model and the academic socialisation model.

In the context of critical theory, authors such as Street (1984) and Gee (1989) took a more ideological look at academic language development, particularly over-reliance on study skills development. This then led to the emergence of the critical academic literacy movement. As a working definition for academic literacy, this study adopted the Lea and Street (2006) definition of the academic literacies model which encompasses the study skills model and the academic socialisation model. Based upon these theories, this study sought to investigate to what extent the various parts of the curriculum for the teaching and learning of English at the JHS, namely the syllabus and textbooks, supported pupils' academic literacy. Thus, this study employed this theoretical approach to analyse the various documents from the perspective of critical academic literacies rather than from the development of skills in decontextualized settings.

This study contextualises academic literacy in the school system which requires examination and critical thinking. Cummins (1999) posits that academic literacy entails cognitive academic language proficiency; therefore, it includes 'the enhancement of the thinking processes that underlie' academic work (Lea, 2004, p.2). As indicated in Chapter 2 under '**Academic Literacy Development at School Level',** junior high school may be considered as an academic discourse community. The literacy practices share some similarities to what pertains in the universities. The JHS English examination requires particular style of writing and some peculiar vocabulary items as in Literature. As in the case of English for Academic Purposes (EAP) whereby learners are

required to demonstrate their ability to control style and vocabulary (genre) (Brick, 2012) similar competence is required in academic literacy at the JHS level.

This study proposes the concept of Critical Academic Literacy Theory (CALT) which may be used in evaluating English curricula, particularly at the JHS level. An evaluation of the curriculum based on CALT will ascertain the extent to which pupils are equipped with literacy and logical reasoning to understand the nuances in anything they read. In effect, pupils must be equipped with critical thinking as the bedrock of academic literacy. Academic literacy aims at equipping pupils with the requisite skills and competencies to be able to apply critical perspectives in their learning. Critical theory on the other hand is employed to examine situations, and identify the drawbacks so that relevant changes may be made. Therefore, underlying academic literacy is critical literacy. This inherent concept of critical literacy in academic literacy which this study proposes as Critical Academic Literacy Theory (CALT) may be applied in equipping pupils to do well in school and function satisfactorily in society after school. As a research theory, CALT may be applied in analysing English curricula to ascertain the extent to which they promote academic literacy.

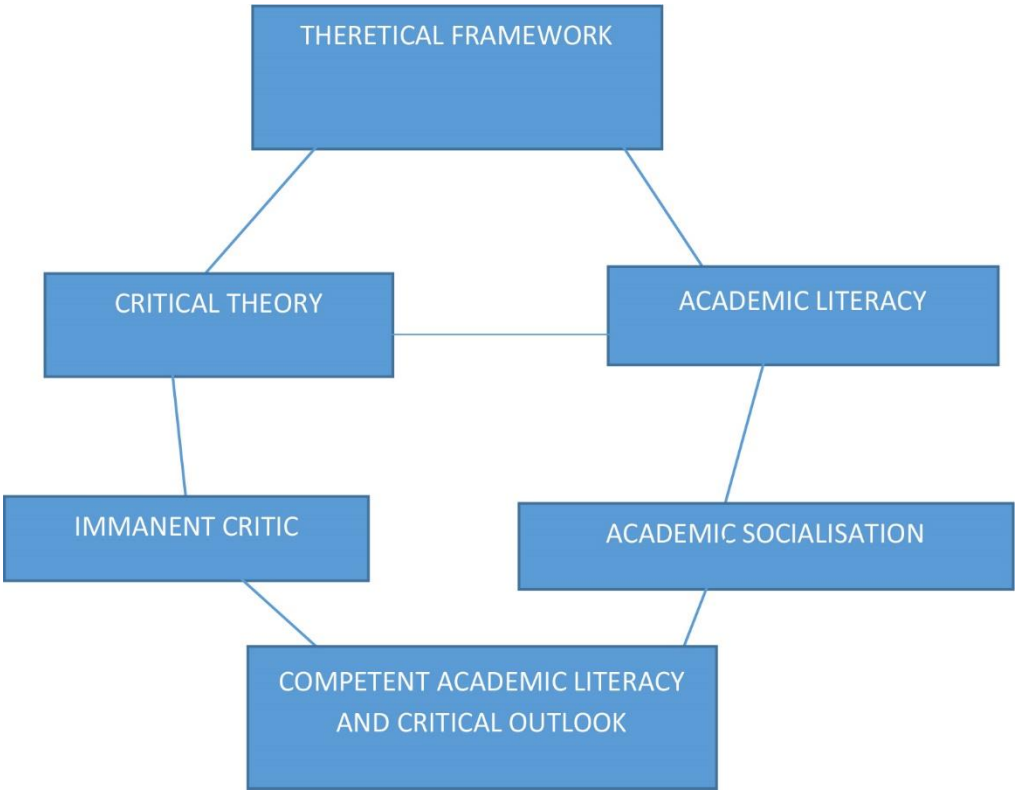

Figure 3: Theoretical framework of the study

(Source: Author)

The figure above illustrates the theoretical framework of the study. Critical Theory and academic literacy fall under the theoretical framework but there is a link between critical theory and academic literacy. Immanent critic falls under critical theory because it is an aspect of critical theory. Linked to academic literacy is the theory of academic socialisation. Ultimately, Critical theory plus immanent critic and academic literacy lead to competent academic literacy and critical outlook in pupils. This in essence is the Critical Academic Literacy Theory (CALT).

CHAPTER FOUR: METHODOLOGY

4. Introduction

The study is an imbedded convergent parallel mixed methods case study and transformative mixed methods design. The main research paradigm or *epistemology* of the study is interpretivism /constructivism, and transformativism is the study's *ontology* or worldview. This chapter discusses the mixed methods approach which was adopted as the framework for the study. Therefore, the study includes elements of deductive qualitative case study and quantitative study. Thus, data presented is in both narrative descriptions and, tables and figures which consist of calculations, percentages, frequencies, and other numeric data. Furthermore, as a mixed methods approach, the constructivist perspective in qualitative research and transformative worldviews in both qualitative and mixed methods approach and how these worldviews situated the study is discussed. Transformative mixed method is a research design that employs 'a theoretical lens drawn from social justice or power' in a study 'that contains both quantitative and qualitative data' (Creswell, 2014, p. 16). A case study investigates a phenomenon 'to answer specific research questions' and, like the mixed methods approach, case study 'seeks a range of different kinds of evidence' which may be found 'in the case setting' (Gillham, 2000, p.1). Thus, a case study has a link to transformative mixed methods approach. Mixed methods and case study aim at collating findings 'to get the best possible answers to the research questions' (Gillham, 2000, pp.1- 2).

The various sources of data, both primary and secondary are also discussed and the data collection techniques employed are dealt with. Additionally, the chapter discusses how a purposive sampling approach was employed in the selection of participating schools and how the selection

automatically led to the participation of the five respondents. Issues of validity and transferability are dealt with in this chapter.

The theoretical lens of this study consists of critical theory and academic literacy as well as immanent critic, which is an aspect of critical theory. The aim of using the theory of immanent critic was to evaluate the curriculum by employing its own goals. These theories underlie the methodology and the study as a whole.

4.1 Mixed Methods Approach

The mixed methods design was chosen because a strictly qualitative design may not help in obtaining 'all the information' needed (Merriam & Tisdell, 2016, p. 43). Thus, the mixed methods approach affords a more comprehensive understanding of the phenomenon (Merriam & Tisdell, 2016; Hesse-Biber, 2010; Dunning *et al*., 2007). The mixed methods design involves the combination or 'integration of qualitative and quantitative research and data in a research study' (Creswell, 2014, p. 14) thereby assisting 'the researcher's total understanding of the research problem' (Hesse-Biber, 2010, p. 4). Dunning *et al.* (2007) explain that the mixed methods approach is sometimes employed 'to provide a more comprehensive and detailed understanding of the phenomenon under study and /or explain anomalies in the data' (Dunning *et al*. 2007, p. 147). Therefore, the questionnaire administered in interviewing the teacher-respondents had 'demographic queries', close-ended as well as open-ended questions (Merriam & Tisdell, 2016, p. 44) on the syllabus, textbooks and other aspects of the curriculum.

Types of Mixed Methods Design

Various classifications or typologies of mixed methods research have been developed by various scholars (Creswell & Plano Clark, 2007; Tashakkori & Creswell, 2007; Teddlie & Tashakkori, 2006; Johnson & Onwuegbuzie,2004; Creswell, *et al*., 2003; Greene & Caracelli, 1997). This implies that having a specific classification has been a difficult decision among scholars. It is proposed by some scholars that the researcher must consider three major decisions before choosing a specific type of mixed methods design (Creswell & Plano Clark, 2007; Doyle, *et al*., 2009). These decisions area discussed below.

Typologies of mixed methods research are sometimes based on what happens at the different segments of the research. The first decision is whether the qualitative and quantitative stages of the study will be conducted sequentially or concurrently. The sequential designs may be explanatory, exploratory or sequential embedded. On the other hand, the concurrent mixed methods designs may be triangulation or embedded.

The second decision is whether both methods (qualitative and quantitative) will be given equal treatment or priority. The third issue is to decide the stage in the study when 'the mixing of the qualitative and quantitative methods will occur' (Doyle, *et al*., 2009, p. 180). These issues are dealt with more elaborately by Bryman (2006).

Bryman (2006) identifies five factors that must be considered:

i. Whether the data are collected concurrently or simultaneously.

In this study the data were concurrently.

ii. In mixed methods study, the researcher must determine whether the qualitative data or quantitative data must take priority (Morgan, 1998; Morse, 1991).

In this study, the qualitative aspect takes priority and the quantitative aspect is embedded.

iii. What is the function of the integration?

In this study, the function of the integration is for the quantitative aspect to complement the qualitative data. Therefore, the quantitative aspect is embedded in the qualitative aspect.

iv. At what stage in the research process does multi- strategy research occur? (Tashakkori & Teddlie, 1998). In this study mixed methods started at the research questions formulation stage. It was also employed in data collection. For example, the questionnaire consisted of both closed ended and open ended questions. Mixed methods was also employed in the data analysis and data interpretation stage, particularly in the section titled, 'cross-case analysis'.

v. Is there more than one data strand? (Tashakkori & Teddlie, 2003).

Creswell (2015, p.6) has outlined the following as the three basic mixed methods designs: convergent design, explanatory sequential design and exploratory sequential design. In a convergent design, the researcher aims at collecting both quantitative and qualitative data, analyse 'both datasets, and then merge the results of the two sets of data analyses' (Creswell, 2015, p.6). The purpose is to compare the results. In other words, to validate 'one set of results with the other' (Creswell, 2015, p.6). According to Creswell (2015), embedding of data occurs 'when qualitative data are used to augment or support the quantitative data, such as when qualitative data are added into an experiment' and such 'embedding or nesting is found in an intervention design' (Creswell ,2015, p. 83).

Similarly, Doyle *et al.* (2009) explain that the correlational model is one of the variants of the embedded design. In the correlation, 'the qualitative data are embedded within a quantitative design to help explain the outcomes of the correlation model' (Doyle *et al.,* 2009, p. 181). In the same vein, Plano Klark *et al*. (2013) have stated that 'in embedded designs, researchers start by analyzing the quantitative and qualitative databases separately to address the different research questions and then move to more integrative strategies' in order 'that the secondary results complement and enhance the understanding of the primary research questions and results' (Plano Klark *et al.,* 2013, p. 223).

From the foregoing, it may seem that it is conventional for qualitative data to be embedded in quantitative data. However, Plano Klark *et al.* (2013) have indicated that 'variation in what is being embedded is demonstrated in the literature by the different ways that researchers refer to embedding within their empirical studies' (Plano Klark *et al*., 2013, p. 223). A case in point is Dovan *et al.* (2002) study which 'embedded the randomised trial within the qualitative research' (Dovan *et al.,* 2002, p. 768). According to Dovan *et al.* (2002), 'qualitative research methods are increasingly included in health service research, conventionally to help in the interpretation of quantitative results or understanding of trials' but in their feasibility study they 'inverted the normal relations between these methods and embedded the randomised trial within the qualitative study' (Dovan *et al.,* 2002, p. 768). Thus, the main characteristic of the embedded design is that there is 'one dominant method, whereas the other data set provides a secondary or supportive role' (Doyle *et al*., 2002, p. 181). In this current study, similar to Dovan *et al*. (2002), the dominant

model is the qualitative design while the quantitative is embedded to help explain some aspects of the study.

In the case of an explanatory sequential design, quantitative methods are first used and the qualitative methods are used 'to help explain the quantitative results in more depth' (Creswell, 2015, p.6). With regard to an exploratory sequential design, 'the intent is first to explore a problem with qualitative methods because the questions may not be known, the population may be understudied or little understood, or the site may be difficult to access' (Creswell, 2015, p.6). The findings emanating from the first exploration are used to build a second phase of the project, which is quantitative. Then, 'the quantitative instrument, intervention or variables are used in a quantitative data collection and analysis procedure' (Creswell, 2015, p.6).

There is also the convergent parallel mixed method case study (Merriam & Tisdell, 2016; Kerrigan, 2014). Kerrigan's (2014) study is an example. Four cases were selected purposively. Then, top administrators and selected faculty members were asked to complete a questionnaire for a quantitative survey. Concurrently, a selected group of faculty and administrators were interviewed. The study analysed 'both sets of data within each case and across cases' (Merriam & Tisdell, 2016, pp. 46-47) and a conclusion was drawn. Mixed methods utilises 'the contribution of both quantitative and qualitative methods to address complex research problems' (Graff, 2003, p.48).

There are five main reasons why mixed methods research may be conducted (Johnson & Onwuegbuzie, 2004; Green *et al*., 1989). These are: triangulation, complementarity, development, initiation and expansion. Triangulation refers to 'seeking convergence and corroboration of results

from different methods and designs studying the same phenomenon' while complementarity involves 'seeking elaboration, enhancement, illustration, and clarification of the results from one method with results from the other method' (Johnson & Onwuegbuzie, 2004, p. 22). The triangulation design is considered the most popular and better known design (Creswell et al., 2003; Doyle, *et al.,* 2009). Doyle *et al.* (2009) explain that 'the traditional model of triangulation mixed methods design is the convergence model where integration occurs during the interpretation phase' (Doyle, *et al.,* 2009, p. 180). In this study, complementarity was the reason for adopting the mixed methods approach. In that, the study aimed at achieving clarification with the results from the quantitative method.

There are seven stages of conceptualisation of the mixed methods data analysis process. The following are the seven stages of the data analysis: Data reduction, data display, data transformation, data correlation, consolidation, data comparison, and data integration. The first stage is data reduction which involves reducing the dimension of the qualitative data. This may be done through thematic analysis. Quantitative data may also be reduced through 'descriptive statistics, exploratory factor analysis' (Johnson & Onwuegbuzie, 2004, p. 22).

The second stage is data display. At this stage, qualitative data is described pictorially. This is done for example by using matrices, charts, graphs, networks, lists, Venn diagrams, and rubrics. Tables and graphs are also used in the case of quantitative data (Johnson & Onwuegbuzie, 2004).

The third stage is data transformation stage. At this stage, quantitative data are converted into narrative data that can be analysed qualitatively. Alternatively, qualitative data are converted into numerical codes that can be represented statistically.

The fourth stage is data correlation stage. This stage requires that the quantitative data are correlated with the qualitized data. Alternatively, the qualitative data are correlated with the quantitized data.

The fifth stage is data consolidation stage. Here, both quantitative and qualitative data are combined to create new or consolidated variables or datasets. The sixth stage is data comparison. This stage involves comparing data from the qualitative and quantitative sources.

The seventh stage is data integration. This is the final stage where both quantitative and qualitative data are integrated into either a coherent whole or two separate sets of coherent wholes of qualitative and quantitative data.

Generally, 'parallel mixed methods designs consist of the concurrent mixing of qualitative and quantitative methods carried out as separate studies within the same research project' (Hesse-Biber, 2010, p. 68). Two types of mixed methods apply to this study, namely *convergent parallel mixed methods* and *transformative mixed methods* (Creswell, 2014). The study could be described as a convergent parallel mixed methods approach because it incorporates both qualitative and quantitative data 'in order to provide a comprehensive analysis of the research problem' (Creswell, 2014, p.15). The data from the interviews were collected at the same time with a questionnaire which contained both open and closed-ended questions and the analysis was also done at the same time. Similarly, the analysis of the syllabus and textbooks as well as examination scripts also generated quantitative and qualitative data. The quantitative aspect had to do with the use of check lists for evaluation leading to tables and figures as well as percentages and frequencies. On the

other hand, the analysis of texts (syllabus, textbooks, and examination scripts) through narrative descriptions produced qualitative results.

Additionally, the transformative mixed methods approach is a research design that incorporates both quantitative and qualitative data and employs 'a theoretical lens drawn from social justice or power' (Creswell, 2014, p.16) such as critical theory in this study. Also, this was an embedded case study and in the context of mixed methods design would be described as an 'embedded mixed methods design' (Creswell, 2014, p.16). Each school was an individual case embedded within the overall study which represented the case of Ho West. The study could also be described as a 'convergent parallel mixed method case study' (Merriam & Tisdell, 2016, p. 46) involving five different junior high schools with each serving as an embedded case. It is assumed that in a mixed methods inquiry 'the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone' (Creswell, 2014, p. 4). The next section talks about inductive qualitative case study which was employed in the qualitative aspect of the study.

4.2 Inductive Qualitative Case Study

The design adopted for the qualitative aspect of the study is qualitative case study (Merriam & Tisdell, 2016; Yin, 2009). According to Yin (2009), 'case study is but one of several ways of doing social science research' (Yin, 2009, p. 2). In case study, 'an essential tactic is to use multiple sources of evidence, with data needing to converge in a triangulating fashion' (Yin, 2009, p. 2). In this study data were collected from the following sources: text analysis (syllabus, textbooks, examination question paper, and sampled examination scripts) and interviews (structured questionnaire and guided questionnaire for oral interviews). Unit of analysis is very critical in case

study (Kumar, 2018; Merriam & Tisdell, 2016; Sedwig, 2014). It is the unit of analysis that differentiates a case study from other types of qualitative research 'such as ethnography, phenomenology, narrative, and so on' which 'are defined by the focus of the study, not the unit of analysis' (Merriam & Tisdell, 2016, p. 39). In the view of Sedwig (2014) the 'unit of analysis is defined statistically as the "who" or "what" for which information is analysed' (Sedwig, 2014, p. 1).

Before analysing data, the primary step is to define the unit of analysis which is 'the person or object' from which the 'researcher collects data' (Kumar, 2018, p.70). Unit of analysis may include 'individuals, groups of individuals, organizations of individuals, countries, technologies, and objects that are the aim of the investigation' (Kumar, 2018, p.71). Organisations may include 'colleges, academic departments…and so on' (Kumar, 2018, p.73). Therefore, schools as in this study could be the units of study. Moreover, in this study the research problem has to do with the poor performance of schools in the study site; therefore, the unit of analysis was the schools involved in the study because 'unit of analysis depends on the research problem' (Kumar, 2018, p.75). There are various types of case studies which include: historical case studies, biographical case studies, comparative case studies. The comparative case studies (also known as 'multicase or multisite case studies') have to do with 'collecting and analyzing data from several cases' (Merriam & Tisdell, 2016, p. 40). This type may be 'distinguished from the single case study that may have subunits or subcases embedded within' (Merriam & Tisdell, 2016, p. 40). This study was an embedded case study whereby Ho West District was the case and the five sampled individual schools were the embedded cases. Specifically, this was an inductive qualitative case study. Graff (2013) has stated that 'qualitative researchers engage in inductive reasoning as they

work from units of data toward a theory, or as they work from the specific or particular to the general' (Graff, 2003, p.48).

With regard to methodological approach, this study adopted a constructivist approach to data analysis. With the constructivist approach, the study critically analysed the phenomenon of academic literacy development in junior high school pupils in the Ho West District with a focus on the study area. The constructivist approach is also known as the interpretive approach. With the constructivist philosophical perspective, the study aimed at evaluating the curriculum for the teaching and learning of English in junior high schools in Ghana in order to ascertain how far it was promoting academic literacy or cognitive academic language proficiency (CALP) in the pupils. In effect, the study sought to gauge the effectiveness (Kelly, 2004) of the curriculum in the promotion of academic literacy in pupils. This perspective or approach is contrary to the positivist philosophical tradition which 'assumes that reality exists' and so 'it is observable, stable and measurable'; interpretive research 'assumes that reality is socially constructed' (Merriam & Tisdell, 2016, p.9). This implies that it is not possible to merely observe something and conclude that it is the reality.

A transformative approach flows from the critical theory worldview as stated in Chapter 2. Advocates of the critical theory worldview were also concerned about 'issues of power and social justice, discrimination, and oppression that needed to be addressed' (Creswell, 2014, p. 9). Again, according to Creswell (2014), critical theory is related to the transformative worldview. Proponents of the constructivist worldview were not considered action oriented enough to assist marginalised people. Consequently, the transformative worldview which emerged advocates that 'research inquiry needs to be intertwined with politics and political change agenda to confront

social oppression at whatever levels it occurs' (Creswell, 2014, p. 9). This implies that a study such as the current one, which adopted the transformative worldview in the evaluation of the English curriculum for junior high schools in Ghana, should aim at bringing about some desirable change in the curriculum at the end of the study. In all, transformative research gives a voice to those who are affected by the study and the results of the study. For example, the pupils in junior high schools have no voice of their own and therefore cannot effect changes in their curriculum. In the case of this current study, if the findings of the study and the suggested solutions are implemented, this could lead to improvement in the English curriculum for junior high schools in Ghana. Moreover, if a new curriculum incorporates the suggestions proposed, the curriculum should bring about some desirable change in the promotion of literacy among junior high school pupils in Ghana.

Social constructivists are of the opinion that individuals are able to understand their own world better (Creswell, 2014; Merriam & Tisdell, 2016). Because various meanings can be given to a particular situation, in a study such as this, the research must take into account differing perspectives. As such, the research questions must be open-ended. In other words, the interview questions must be 'broad and general so that participants can construct the meaning of a situation' (Creswell, 2014, p.8). This was a single embedded case study with one relatively successful school and four unsuccessful schools in the Ho West District in the Volta Region of Ghana.

Type of quantitative study employed in the quantitative aspect of the study

Quantitative research may be classified as follows: survey research, correlational research, causal–comparative research, and experimental research (Apuke, 2017). The causal-comparative approach was adopted for the quantitative aspect of the study. In this type of quantitative approach

‘the researcher investigates a problem by studying the variables in retrospect’ (Apuke, 2017, p.45). Also, in this type of study, ‘the dependent variable is immediately observable’; therefore, the main concern is to find out the antecedents that gave rise to this consequence’ (Apuke, 2017, p.45). Similar to ‘correlational research, causal-comparative research is sometimes treated as a type of descriptive research’ because it also ‘describes conditions that already exist’ (Apuke, 2017, p.45). This characteristic of causal-comparative research being used in describing prevailing conditions is in line with qualitative case study. In that, in qualitative case study, ‘the focus is on a contemporary phenomenon within a real life context’ (Yin, 2009, p. 2). This focus is what ‘distinguishes case study from other types of social science research’ (Yin, 2009, p. 2).

Two types of causal-comparative research designs may be identified, namely retrospective causal-comparative research and prospective causal-comparative research (Apuke, 2017). Retrospective causal-comparative research requires that a researcher should start investigating a particular problem when the effect has already occurred. Then the researcher should try to ‘determine if one variable might have prejudiced another variable’ (Apuke, 2017, p.45). In the case of prospective causal-comparative research, the researcher starts a study by examining the causes and aims at evaluating the effects of the situation (Apuke, 2017). In this study, retrospective causal-comparative research was the approach adopted.

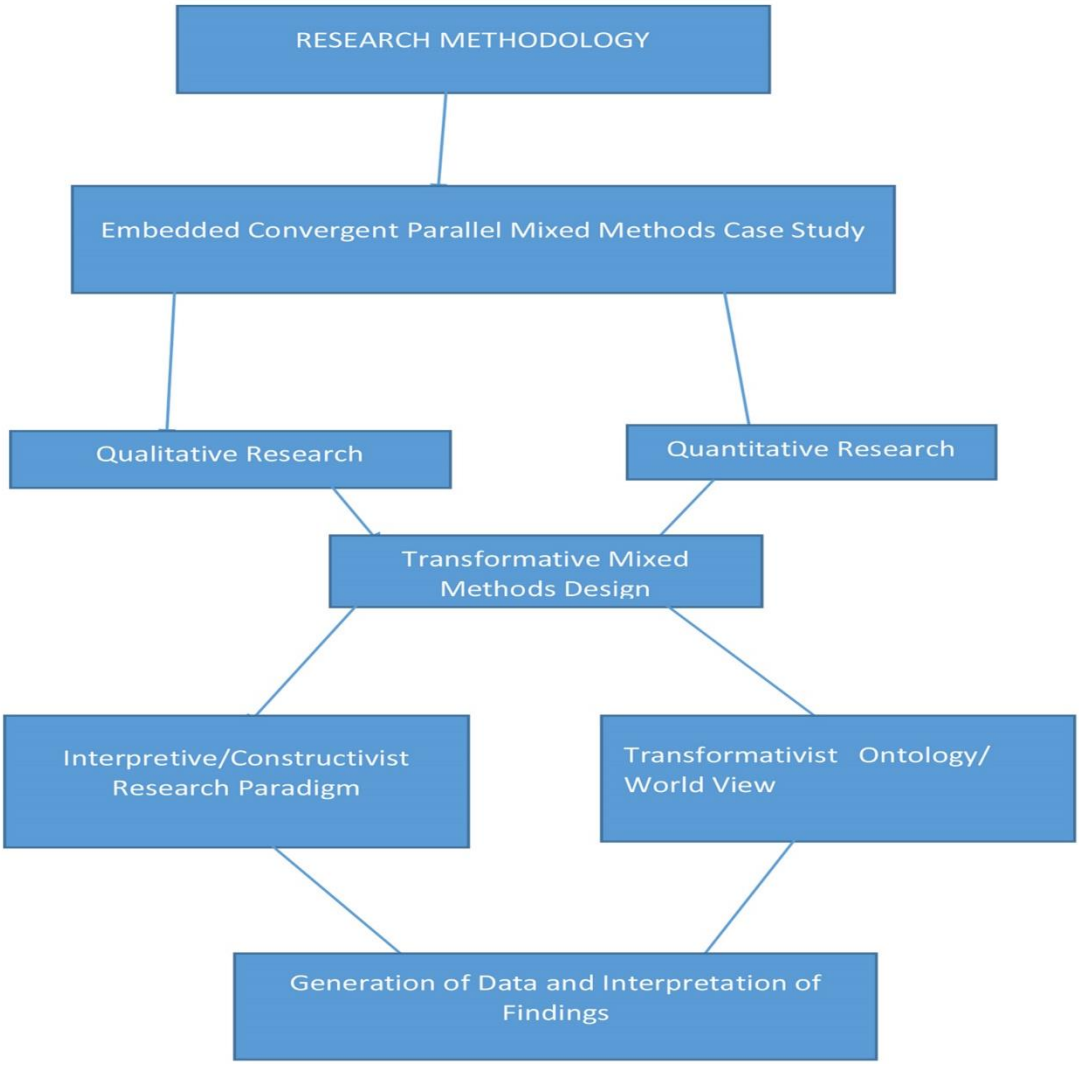

Figure 4: A graphic representation of the research methodology
(Source: Author)

This figure above represents the different methodological aspects and how these various aspects interacted in the generation and interpretation of the findings.

4.3 Data Sources

The following methods were used to collect data: i. Document analysis (syllabus, textbooks, examination question paper, sampled examination scripts) and ii. Questionnaire and iii.

interviews. Primary data as well as secondary sources were used in the study. The evaluation was conducted from the following sources, namely the curriculum for English (its development and aims), the supplementary documents (syllabus, textbooks and examination question paper), and evaluation of learner examination scripts as well as interviews with the English teachers. The triangulation of these sources of data contributed to the findings being more convincing and accurate.

The primary sources were the pupils' examination scripts which were analysed and interviews with the five English teachers in the selected schools while the secondary sources were mainly the textbooks and the syllabus. A major source of data collection was the questionnaires. The exit examination of the junior high schools is a public examination conducted by the West African Examinations Council (WAEC). The exit examination in English at the end of basic education (Grade nine), known as Basic Education Certificate Examination could not be analysed due to security reasons. In the absence of examination scripts from the West African Examinations Council, the scripts of the mock examination conducted by the Ho West District Education Directorate were used for the study to determine to what extent the examination fulfilled the requirement of construct validity. The validity of what was investigated was the 'people's construction of reality – how they understand the world' (Merriam & Tisdell, 2016, p. 243). Therefore, it was hoped that the analysis of the examination scripts would demonstrate how the pupils would construct the reality of academic literacy in their scripts.

In line with the exit examination of the West African Examinations Council, mock examinations are conducted by the regional and district directorates of education in Ghana for final year pupils of junior high schools. The mock examination conducted by the Ho West District Education

Directorate was evaluated in this study. A sample question paper was obtained in one of the schools and the answer scripts of pupils were obtained from the schools selected for the study. Copies of the English textbooks for junior high schools (Books 1, 2 and 3) were obtained from one of the schools in Accra. The syllabus for the teaching and learning of English in junior high schools in Ghana was obtained from the internet.

4.4 Data Collection Methods

The five English teachers in the selected schools were required to first complete a questionnaire containing both open-ended and closed-ended questions (Appendix H). The questionnaire was so designed because the study adopted the mixed methods approach whereby the open-ended questions were analysed qualitatively while the responses to the closed-ended questions were analysed quantitatively and results were represented in percentages and graphs. There was a follow-up oral interview with each respondent using a guided questionnaire (Appendix I). The follow-up interviews were coded and the coding frames were used in analysing the responses (Appendices M1-M5).

A profile chart as a syllabus analysis tool was developed based on the aims and profile dimensions in the syllabus (Appendix J1). The profile dimensions correspond to Bloom's taxonomy. Also, a profile chart was used as an instrument to collect data from the three textbooks. Kern's modified (2012) framework was used in evaluating the mock examination questions. The questions were first entered into this modified framework to establish if the questions would fit the categories prescribed by Kern (2012) as academic genre. Using the profile chart, data from the textbooks for the teaching and learning of English in junior high schools in Ghana was collected. Additionally, the English question paper of the Ho West District mock examination conducted in 2018 was a

source of data for analysis. The scripts were analysed using emerging themes to ascertain to what extent they reflected the theoretical framework. The examination scripts of pupils in the selected schools were also analysed to ascertain the extent to which academic literacy reflected in those materials. All these sources were relevant as data sources because they constituted the core components of the curriculum.

Justification for data collection and how data was obtained is further discussed below.

The syllabus, which was available on the internet, was downloaded for analysis. The purpose of the text analysis was to understand how the phenomenon under study, academic literacy reflected in the syllabus, a key component of the curriculum (Hisieh & Shannon, 2005). Specifically, the analysis of the syllabus and textbooks was directed content analysis since the themes were derived from the objectives and profile dimensions in the syllabus.

The textbooks (English textbooks for junior high schools Book 1, Book 2 and Book 3) were obtained from one of the schools in Accra. The 2018 English question paper of the Ho West District mock examination was collected from one of the schools. Photocopies of the examination scripts of the pupils were also done (Appendix F). Photocopiers were not available in the various school locations, so the examination scripts of all pupils in the five schools were collected and photocopied in the district capital and the originals returned to the schools. The examination scripts used for the study were the 2018 Basic Education Certificate mock examination which was conducted by the Ho West District Education Directorate. The questions were set for the district directorate by an independent organisation referred to as Quality Education Consults Limited (Appendix G).

One English teacher from each of the five participating schools in the Ho West District was selected for the interview. Each of the schools had one English teacher, so the selection of one participant per school for the interview was easy. As the study adopted the mixed method, the instrument used for the interview, as stated above, contained open-ended questions and some closed–ended questions with Likert scale and alternatives to be chosen. There was a follow-up interview with each of the respondents with a guided open-ended questionnaire.

4.5 Sampling Methods

This study adopted a purposive sampling approach which is also known as 'purposeful sampling' (Patton, 2002, 1990) and 'judgement sampling' (Berg, 2001, p.32). This approach was selected because purposive sampling as 'nonprobability sampling is the method of choice for most qualitative research' (Merriam & Tisdell, 2016, p. 96).

This was a single embedded case study in a mixed methods approach involving five schools in the Ho West District of the Volta Region of Ghana. Four of the selected schools, based on their examination records, were poorly performing ones while one was a relatively well-performing school. The selected schools were not the only poor performing schools in the district; however, they were among those poorly performing schools in the district as identified by the Examination officer of the Ho West District Education Directorate. Hence, the five schools in the district involved in the study were purposively selected based on their poor performance. Additionally, the five schools were selected because of their geographical proximity to each other. It was hoped that the purposive sampling approach would facilitate the discovery, understanding and gaining of insight (Merriam & Tisdell, 2016, p. 96) into the extent to which the curriculum under evaluation had been promoting academic literacy in the pupils. As Basit (2003) has affirmed, 'A case study

examines a single instance, which could be a pupil, a class, a group, a school, a community or a profession, to illuminate the wider population to which it belongs' (Basit, 2003, p. 146).

As explained in the analysis below, data from each school were first studied as a *within-case analysis* and subsequently a *cross-case analysis* was done (Merriam & Tisdell, 2016) to depict a general case study for all the sampled schools in the Ho West District. With regard to the cross-case analysis, maximum variation sampling was used in selecting the mock English examination scripts for analysis. Maximum variation sampling involved 'identifying and seeking out' candidates' examination scripts which represented 'the widest possible range of the characteristics of interest for the study', which in the case of this study was a variation in poor and good scripts (Merriam & Tisdell, 2016, p. 98). This sampling approach involved the selection of candidates' examination scripts that covered the entire spectrum of pupils or candidates 'in relation to the phenomenon being studied' (Plays, 2008, p.697), which was to establish the extent to which academic literacy was exhibited in the scripts. Additionally, in line with maximum variation sampling, the study aimed at 'capturing and describing' how the central themes 'cut across a great deal of participants' or pupils (Patton, 1990, p. 172).

All the scripts from the five schools amounting to 133 scripts were put together and the following percentages of scripts were selected for analysis: -10% of poor scripts; 10% fairly good scripts and 10% of very good scripts. In all, twelve (12) scripts were selected for the analysis. This is discussed in detail under 'Cross Case analysis of Sampled Scripts'. When this analysis was done it presented a general analysis result for the selected schools. This then was representative of all the schools sampled in the Ho West District for the case study for and, therefore, the case of the district. Additionally, the within-case analysis, which involved the separate analysis of the data

from each participating school, helped to ascertain factors that accounted for the relative good performance of the fifth, relatively good school.

The sampling criteria for participants who completed the questionnaire and interview was stakeholder sampling. A stakeholder may be defined as someone who has an interest in something. Mc Grath and Whitty (2017) have stated that 'a contributing (primary) stakeholder is one whose participation is required to sustain the activity' (Grath & Whitty, 2017, p.732). In that regard, the teachers were the people whose involvement was needed to 'sustain the activity' of the teaching and learning. Stakeholder sampling is applied when stakeholders are those 'involved in designing, giving, receiving, or administering the program or service being evaluated, and who might otherwise be affected by it' (Plays, 2008, p.697). Stakeholder sampling is mostly considered useful in evaluation research such as the current one as well as policy analysis (Plays, 2008). Therefore, the English teachers in the five selected schools were automatically interviewed because they were considered to be the 'major stake holders' (Plays, 2008, p.697) involved in administering the curriculum being evaluated.

4.6 Issues of Reliability and Validity

4.6.1 Validity

Validity 'determines whether the research truly measures that which it was intended to measure or how truthful the research results are' (Golafshani, 2003, p. 599). Regarding validity, Saldana (2013) observes that 'some protocols, depending on their transferability and trustworthiness, may also contribute to the reliability and validity (i.e. credibility) of the researcher's new study' (p.152). There are various types of validity such as face validity, construct validity, criterion–related, content validity, formative validity and sampling validity (Phelan & Wren, 2005). In this study,

construct validity and formative validity were the types of validity applied. Construct validity is a means of ensuring that the instrument or questionnaire is measuring what it is supposed to measure (that is the targeted objectives of the investigation). This may be done by engaging experts. Construct validity may also be attained by ensuring that the language used in an instrument is simple and easy to comprehend.

Formative validity is applied to ensure that the instrument will elicit the right responses from the interviewees so that it may lead to a desired improvement in the situation being investigated. In the context of this study, it was anticipated improvement in the English curriculum for JHS in Ghana. In construct validity, objectivity of the study is ensured, 'whereby the subjective views of the researcher as well as those of the individuals under study are largely eliminated' (Flick, 2009, p.13). Therefore, in the case of this study, the respondents must be as objective as possible.

Content validity refers to 'whether a test adequately measures the content it was designed to measure' (Sireci, 1998, p. 104). According to Sireci (1998), the evaluation of 'content validity is largely tantamount to evaluating the test and its constituent items'; therefore, "validity" in content validity refers to the credibility, the soundness, of the assessment instrument itself for measuring the construct of interest' (Sireci, 1998, p. 103).

4.6.2 Reliability

Next is reliability. In the assessment of questionnaires, reliability may be defined as the point at which an assessment tool such as a questionnaire produces consistent and stable results (Phelan & Wren, 2005). There are various types of reliability tests such as inter-rater reliability, test-retest reliability, parallel forms of reliability, and internal consistency reliability (Phelan & Wren, 2005).

In this study, the reliability applied was internal consistency reliability. This is the process by which the various items on a questionnaire are evaluated to determine the degree or extent to which they would produce similar responses from interviewees. For instance, based on Cronbach's Alpha, it was found that the four closed–ended questions being the items that measured the issue of the adequacy of curriculum were internally consistent.

The reliability test adopted in this study was internal consistency reliability. This has two subtypes: average inter-item correlation and split-half reliability. To obtain average inter-item correlation, the items on the questionnaire that probe the same idea are grouped. Then the correlation coefficient for each pair of questions is obtained so that finally the average of all the correlation coefficients are obtained (Phelan & Wren, 2005). This ultimately produces the average inter-item correlation.

In the case of split-half reliability, all the questions on a questionnaire, for example, that focus on a particular issue or subject are put together so that two sets of questions are created. Next, the questionnaire is administered to a group of respondents and then the total score for each of the two sets of questions is computed. After that, the correlation between the two sets of questions is determined to obtain the split-half reliability (Phelan & Wren, 2005). Average inter-item correlation was the approach adopted in this study.

In the oral-guided interviews, validity was ensured by taking into account the need that 'the researcher should refrain from talking in the field but rather should listen as much as possible' and should also 'produce notes that are exact as much as possible' (Flick, 2009, p. 390). These recommendations were catered for by recording and transcribing the interviews.

4.6.3 Trustworthiness

Trustworthiness is a critical concept in qualitative research (Lincoln & Guba, 1988; Lincoln & Guba, 1986; Creswell & Miller, 2000). The constructivists 'believe in pluralistic, interpretive, open-ended, and contextualized (e.g., sensitive to place and situation) perspectives toward reality' (Creswell & Miller, 2000, p. 126). Therefore, the 'validity procedures' in quantitative research are different from the approaches in qualitative study which requires trustworthiness and authenticity. Lincoln and Guba (1986) have postulated that the criteria for trustworthiness which they developed could 'parallel those of the conventional paradigm,' namely 'internal validity, external validity, reliability, and objectivity' (Lincoln & Guba, 1986, p.76). Therefore, trustworthiness is a parallel term to rigor in quantitative study. Trustworthiness has to do with 'credibility, transferability, dependability, and confirmability' while authenticity refers to 'fairness, enlarges personal constructions, leads to improved understanding of constructions of others, stimulates action, and empowers action' (Creswell & Miller, 2000, p. 126).

i. Credibility is the prime requirement of trustworthiness (Lincoln & Guba, 1986). Therefore, 'qualitative inquirers need to demonstrate that their studies are credible' (Creswell & Miller, 2000, p. 124). As illustrated by Lincoln and Guba (1986), credibility involves prolonged engagement in the field. It also requires persistent observation for in-depth understanding of important elements.

   Triangulation is an aspect of credibility. This involves cross-checking of data by the use 'of different sources, methods, and at times, different investigators' (Lincoln & Guba, 1986, p. 77).

Member checks is another procedure of ensuring credibility. This is the continuous process of checking information from respondents to improve upon data collected. Another step to ensuring credibility is negative case analysis. This is the continuous search for negative situations for their improvement until there is nothing negative to be found.

Peer debriefing is also a step in achieving credibility. This is the situation whereby the researcher exposes himself or herself to a professional peer who is not biased to offer fair comments and assist in developing a hypothesis and an acceptable design.

ii. Transferability is the next characteristic of trustworthiness. This requires that there must be 'thick descriptive data' (Lincoln & Guba, 1986, p. 77). This implies that the data must be sufficient enough (thick) so that other researchers based on the similarity with their contexts may apply the findings.

iii. Dependability and confirmability are the last of the characteristics of trustworthiness. This is achieved when a competent external auditor who is not biased undertakes an audit of the research process. The 'part of the audit that examines the process results in a dependability judgement, while that part concerned with the product data and reconstructions) results in a confirmability judgement' (Lincoln & Guba, 1986, p. 77).

In this study the main source of trustworthiness was triangulation. Data was collected from various sources, namely syllabus, textbooks, examination questions, pupils' sampled examination scripts and interview questionnaire. In the oral-guided interviews, credibility was ensued by taking into account the need that 'the researcher should refrain from talking in the field but rather should listen

as much as possible' and should also 'produce notes that are exact as much as possible' (Flick, 2009, p. 390). These recommendations were catered for by recording and transcribing the interviews.

4.6.4 Reflexivity

Reflexivity has been defined variously and it may be defined as the manner in which the researcher is influenced by the participants and the research process, and how the researcher by his or her background also influences the participants and the research (Palaganas *et al*., 2017; Haynes, 2012). In other words, it is 'a process in introspection on the role of subjectivity in the research process' (Palaganas *et al.*, 2017, p. 427). Additionally, it is considered as a continuous process 'of recognizing, examining, and understanding how their "social background, location and assumptions affect their research practice" (Palaganas *et al.*, 2017, p.427; Hesse-Biber, 2007, p.17). Palaganas *et al.* (2017) have identified four types of reflexivity: Personal reflexivity (shaping and being shaped); epistemological reflexivity (rethinking assumptions and implications); critical reflexivity (unveiling political and social constructions in research); and feminist reflexivity (reciprocity in research).

Personal reflexivity has to do with how the researcher is influenced by the study and how he or she also influences the research. Thus, during the research the researcher may find himself or herself contemplating how their background has influenced the study. Alternatively, the researcher may also be influenced by the study (Palaganas *et al*., 2017). Therefore, it has been argued that as a principle of reflexivity, a researcher must give 'as full and honest an account of the research process as possible, in particular explicating the position of the researcher in relation to the research' (Reay, 2007, p.611).

Next is epistemological reflexivity which has to do with rethinking of assumptions. Epistemological assumptions underlie the concept of reflexivity. For instance, 'the concept of reflexivity challenges the assumption that there can be a privileged position where the researcher can study social reality objectively' or 'independent from it through value-free inquiry' (Palaganas *et al.,* 2017, p. 432). Objectivity is explained to mean the adoption of the right 'methodological tools and techniques in doing research' (Palaganas *et al*., 2017, pp.432-433).

Critical reflexivity is the third type and it involves the unveiling of political and social constructions in research. In this regard, reflexivity adopts a critical perspective in examining 'the political and social constructions that inform the research process' (Palaganas *et al*., 2017, p. 433). This is in line with critical theory which underlies this study. According to critical reflexivity, 'the production of knowledge is entrenched in certain socio-political and cultural contexts'; therefore, 'it is the task of the researcher to address ethical and political questions that shape the research process' (Palaganas *et al.,* 2017, p. 433).

Feminist reflexivity is the fourth type and it is described as reciprocity in research. The employment of reflexivity in feminist research examines the differentials of power at 'the various stages of the research process' (Palaganas *et al.,* 2017, p. 434; Hesse-Biber & Piatelli, 2007; Dowling, 2006, p. 13). With regard to reflexivity in feminist research, the researcher has to identify with the women participants and should be 'constantly aware of how' his or her 'values, beliefs, and perceptions are shaping the research process' (Palaganas *et al*., 2017, p. 434).

This study was influenced mainly by personal reflexivity and critical reflexivity. For example, when Respondent 3 stated that there was no single English textbook for the pupils, one could not believe it. It was disturbing that pupils would claim that they were attending school when they did not have the requisite textbook for the learning of English. When schools' records on class population and available books were collected during the follow up interview, the situation was confirmed by the records; the available books were not enough for the pupils and I became more determined to find out from the study the impact on the pupils. Critical reflexivity is in tandem with critical theory which is the main theory underlying the study, so critical reflexivity served to consolidate the purpose of the theory.

4.6.5 Pilot Study

The questionnaire which was used in this study was self-constructed. A pilot study was done in the study area before the real research was conducted. This was to give an idea of possible omissions and errors. A pilot study is usually undertaken to test the possibility of using the methods, techniques, questionnaires as well as interviews and ascertain how all these will operate in a particular situation (Fraser *et al*., 2018; In, 2017; Doody & Doody, 2015). Three interviewees were involved in the pilot study. As van Teijlingen and Hundley (2002) have stated the expression *pilot study* 'refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pretesting of a particular research' (p.262). Additionally, van Teijlingen and Hundley (2002, p.2) have observed that a pilot study refers to 'steps used to pilot a questionnaire on a small group of volunteers, who are as similar as possible to the target population.' To fulfil the requirement of similarity, the participants were people who had taught English in the study area. Moreover, a pilot study must be closely related to the larger study (Fraser *et al.,* 2018) in terms of the number of participant, questionnaire and setting. Two of the interviewees had taught English

in the study area but were no longer teaching English during the time of the pilot study while one was still teaching English at the time. The one who was teaching English during the time of the pilot study subsequently participated in the actual research interview but the other two were not part of the actual interview. It was explained to the participants that the study was purely for academic purposes and any information given would be handled with care treated with confidentiality. They were also informed that their participation was voluntary.

In the words of Junyong In (2017), 'a pilot study also has a specific design feature; it is conducted on a smaller scale than the main or full-scale study' and it 'is important for improvement of the quality and efficiency of the main study' (In, 2017, p. 601). A pilot study may also reveal practical and ethical challenges that may hinder the success of the main study (Fraser *et al.,* 2018; Doody & Doody, 2015) so that the necessary corrections could be done before the main study. As an important ethical requirement, the participants were informed about the purpose of the pilot study (In, 2017, p. 604). Accordingly, the teachers contacted for the pilot study gave their consent to be involved in the pilot study.

As a result of the pilot study, some of the questions were reorganised. Some of the questions were also shortened for better comprehension to elicit the appropriate responses from the interviewees. For example, Question 11 in Section B on JHS English curriculum was initially a closed -ended question but this was changed after the pilot test to an open-ended question to allow the respondents to give their own opinions. The question now read: 'Please give reasons why you use other English books' (Appendix H). This question was found useful for the qualitative aspect of the study.

In line with critical theory, which is the main theoretical framework for this study, it was hoped that the study would 'uncover' the real situation (Creswell & Miller, 2000, p.126) through the triangulation of the following data sources: the Ho West District mock English examination paper, the examination scripts of the pupils, the English textbooks for junior high schools in Ghana, the English Syllabus for junior high schools in Ghana as well as the questionnaires and interviews with English teachers from the schools selected for the study. It is hoped that validity or how accurately the study would represent the reality (Creswell & Miller, 2000) would be achieved through the triangulation of the various sources of data. Merriam and Tisdell (2016, p. 244) have indicated that 'probably the best known strategy to shore up the internal validity of a study is … triangulation.' Thus, in a study such as this 'engaging multiple methods' such as analysis of examination scripts and other materials as well as interviews 'will lead to more valid, reliable and diverse construction of realities' (Golafshani, 2003, p. 604). According to Le Compte (2000), validity entails the creation of meaningful results. This implies that even if the 'research findings seem accurate or reasonable to the people who were studied'; it additionally 'refers to whether or not results obtained in one study can be applied to other studies with similar or identical people or situations' (Le Compte, 2000, p.152).

As Le Compte (2000, p.146) has cautioned, a researcher should be 'aware of the effects of both tacit and formative theory' because they are potential sources of bias. Therefore, in the analysis of the data possible biases and presumptions were avoided to ensure the credibility of research results. The study focused on 'formative theories' (Le Compte, 2000) or the theoretical framework of the study throughout the research – the development of research questions, data collection, data collection and analysis. Thus, the study was not influenced by that which was stated in the syllabus that: 'The syllabus has been developed very carefully and with a lot of consultations with the aim

of helping to improve the standard of English in basic schools' (Ministry of Education, Republic of Ghana, 2012a, p.vi). Similarly, the study ignored the following claim in the notes to the teacher in the English Textbook 1 that, 'All aspects of the syllabus have been covered' (Cobb *et al*. 2013). In the English Textbook 2 the publishers claim in the preface that the book 'conforms strictly to the junior high school English Syllabus issued in May 2012 by the Curriculum Research and Development Division of the Ghana Education Service' (Boateng & Hylton-Lartey, 2013, p. vi). All such claims in the textbooks were ignored. There was a follow-up interview in this study which resulted from gaps that were identified in the responses to the research questions. In such cases, according to Le Compte (2000), if the researcher identifies 'any gaps or missing data chunks by determining if data actually were collected to answer each research question' the next step of the researcher is to 'return to the field to collect additional data to fill gaps in the record' (Le Compte, 2000, p.148).

4.7 Data Analysis and Interpretation

Analysis refers to the transformation of data into research results (Le Compte, 2000). Since this is a convergent parallel mixed methods design, the results of the qualitative and quantitative data were brought together and compared (Creswell, 2015), particularly during the cross-case analysis. As already noted, the study is an embedded convergent parallel mixed methods case study and transformative mixed methods design. The embedded case study involves five schools in the Ho West District of the Volta Region of Ghana; four of the schools being poorly performing ones while one was a relatively well performing school. The approach to the analysis in this study (a single embedded convergent parallel mixed methods case study) is similar to a multiple or comparative case study which involves the collection and analysis of data from various sources. Therefore, data that were relevant to each particular school were collected from the school mainly

through interviews of the English teachers. The English teachers in the selected schools, being the implementers of the curriculum, were interviewed to understand the extent to which they were promoting academic literacy in their teaching of English to the pupils. Two interviews were conducted in each school. The main interview was a questionnaire which each teacher had to fill in. The next interview was a guided oral interview which was a follow-up interview to validate some of the facts in the first interview. Records of school population and available English textbooks and literature texts in each school were also collected during the course of the interview. The other sources of data, which were the syllabus and textbooks, were common to all the schools. The pupils' scripts were sampled and these were coded and the emerging themes were analysed.

There are two levels of analysis in a multiple case study; namely, within-case analysis and cross-case analysis (Merriam & Tisdell, 2016). With regard to within-case analysis each case was treated as a complete case in itself. Similarly, it was hoped that analysis of the data for each individual embedded case (within-case analysis) would help the researcher to understand the 'contextual variables that might have a bearing on the case' (Merriam & Tisdell, 2016, p. 234). For example, the study revealed the factors which accounted for the better performance of the school which was comparatively better than the remaining four. This is further discussed under findings. When the within-case analysis was completed, cross-case analysis was done to present a general result of analysis for the selected schools to represent the case study for all the sampled schools in the Ho West District and, therefore, the case of the district.

4.8 Analysis of the Syllabus

The English syllabus for junior high schools (JHS 1-3) in Ghana is titled, National Syllabus for English Language (Junior High School 1-3) and published by the Ministry of Education. The

division of the Ministry of Education responsible for the development of the syllabus is the Curriculum Research and Development Division. Details of the organisation of the syllabus, the aims of the syllabus and the profile dimensions in the syllabus may be found in the next chapter of this work.

The first analysis was a review of the syllabus for the teaching of English in junior high schools in Ghana. This was done to create an in-depth understanding of the basic requirements of the curriculum. As stated under the section on theories, the syllabus was analysed using the theory of immanent critique, which maintains that any significant criticism that would be effective should be linked appropriately to the internal conditions of the cultural or social institution which is being examined (Sabia, 2010). In other words, immanent critique involves 'the assessment of the rationality or worth of conventional understandings and standards by somehow drawing on resources internal to the society or culture of which they are a part' (Sabia, 2010, p.687). The analysis of the syllabus was done using the general aims outlined in the syllabus as well as the profile dimensions to be developed in the pupils. The original Bloom's taxonomy had six main categories under the cognitive domain which were 'Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation' (Krathwohl, 2002, p.212). The only difference between the profile dimensions in the syllabus and Bloom's taxonomy is the substitution of the original words, 'Comprehension' and 'Synthesis' in Bloom's taxonomy with 'Understanding' and 'Inventive Thinking' respectively in the syllabus (Ministry of Education, Republic of Ghana, 2012 a, p. ix).

4.9 Analysis of Textbooks

The three textbooks were written by different authors. The *English for Junior High Schools Pupil's Book 1*was written by Cobb *et al*. (2013) and was published by Winmat Publishers

Limited in Accra. The book was divided into 30 units with revision exercises at units 10, 20 and 30. The book contained 230 pages. After the table of contents were guidelines to the teacher. After the guidelines was a detailed presentation of Scope and Sequence of the contents. At the ending of the book may be found the following: Grammar Outline, Phonetics, Key words and Expressions, Irregular Verbs, and The People in Our Story (Pictures and names of characters used in the book).

The *English Language for Junior High Schools 2* was written by Boateng and Hylton-Lartey (2013). It was published in Ghana by Kwadwoan Publishing in Accra. The English textbook 2 contained 229 pages. The book contained 26 units. The units were further divided into distinct sections. Two units contained 5 sections, fifteen units contained 6 sections, and four units contained 7 sections. Five units were devoted to revision exercises.

The *English Language for Junior High Schools 3* was written by a single author, Boateng (2013) and published by Universal Crystal Print, Ghana Limited in Accra. The book contained a preface, table of contents and consisted of 212 pages. The book was divided into 26 units. Two of the units contained 2 sections, ten of the units contained 6 sections, eight of the units contained 7 sections and one unit contained 1 section. Five units, namely units 5, 10, 15, 20 and 26 were devoted to revision. Further information on the English textbooks may be found in the analysis of the texts.

For the purpose of analysing the textbooks, two frameworks were employed: i) The profile dimensions in the syllabus, and ii) A framework consisting of the academic and language sections of Cummins' (1999) framework. Cummins' (1999) framework or construct contained three key

components, namely cognitive, academic, and language. Even though Cummins' (1999) construct does not include 'application', the application of knowledge is part of the profile dimensions in the syllabus. In analysing the textbooks, the questions in the exercises under each unit were ticked according to the profile dimension to which they fitted. This was done by determining the instruction which the main verb gave in the question. If the main verb did not give a clear instruction, then the detailed illustration for the various profile dimensions provided a clue to the appropriate profile and which column must be ticked. The particular verb which gave the clue was written in italics as the main verb for the question being examined. Finally, the number of the ticks for each profile was calculated and graphs drawn to represent the frequencies of the various profile dimensions. The second framework/chart adapted from Cummins' (1999) framework took care of the academic and language content of the textbooks. Cummins' (1999) framework advocated elements of cognitive (higher order thinking skills), academic (integrations of various academic subjects) and language (critical language awareness, opportunity to compare their language with others and investigate 'their community's use of language') (Cummins, 1999, p.6). This framework was used to examine units, sections and topics to ascertain whether they contained aspects of other subjects.

4.10 Interview with Teachers

The next segment of the study was the interviews with the English teachers. There were two levels of interviews with the English teachers; namely, the completion of a structured questionnaire and a follow-up oral guided interview. The interviews were conducted in two days. On the first day, the interviewer went round the five schools to administer the structured questionnaires. The follow-up oral guided interview was conducted on the second day. The importance of the following

during qualitative research was considered: listening skills, body language of interviewees as well as 'the hesitations', and 'the contradictions' (Dilley, 2000, p.134).

Each teacher-respondent completed the structured questionnaire which was titled, 'Questionnaire for data collection on Junior High School English Curriculum Evaluation'. Since this was a mixed methods approach, the structured questionnaire consisted of closed-ended questions and open-ended questions. The closed–ended questions were intended for the quantitative aspect of the study while the open-ended questions were meant for the qualitative aspect of the study. Each questionnaire was given an identifiable code as follows: Respondent 1, Respondent 2, in that order up to Respondent 5. The completed questionnaires were subsequently analysed and the findings discussed.

The structured questionnaire had an introduction section which explained the purpose of the study. Respondents were required to be candid and were given the assurance that responses and personal information would be 'treated with utmost anonymity and confidentiality' (Appendix H). The questionnaire contained three sections numbered A, B and C. Section A, titled Biographic Data contained four closed-ended questions. Section B took care of questions on the JHS English curriculum. The section contained two open-ended questions and four closed-ended questions. Section C was titled, 'Assistance to Pupils to Acquire Academic Competence'. The section contained a single open–ended question. The question required the responded to state how he or she assisted pupils to acquire 'competence to use English and write academic texts' (Appendix H). The respondent was required to indicate separately what was done for each class. The questionnaire ended with an expression of gratitude for their time.

The follow-up oral interview was conducted with a semi-structured interview guide. The interview guide consisted of seven questions which covered areas like: what books were used for literature, availability of the literature text, and whether other books were used in addition to the prescribed text. Other questions sought to find out how the teacher helped pupils to acquire literary language, whether the pupils liked literature and whether the teacher thought anything could be done to improve the pupils' performance in literature. The responses to these questions were meant for the qualitative aspect of the study. Each oral interview was tape-recorded and transcribed. Each interview transcript was given an identifiable code as in the case of the first interview as follows: Respondent 1, Respondent 2, in that order up to Respondent 5.

Following the transcriptions, thematic content analysis was undertaken. There are two main approaches to content analysis, namely conceptual analysis and relational analysis (Rangahau, n.d.). Conceptual analysis, which is also referred to as thematic analysis, has to do with identifying and identifying and analysing words and phrases which are related to a particular concept or meaning (Rangahau, n.d.). Relational analysis, on the other hand, though similar to thematic analysis, performs an additional function which distinguishes it from thematic analysis. For, besides the identification of recurrent concepts, an attempt is made to identify the relationships between the various concepts or ideas that emerge from the text (Rangahau, n.d.). Hence the name relational analysis.

Riger and Sirgurvinsdottir (2016) have defined thematic analysis as 'a method for analyzing qualitative data that involves searching for recurring ideas (referred to as themes) in a data' (Riger & Sirgurvinsdottir, 2016, p. 33). Thematic analysis may further be defined as a summary of qualitative data that is undertaken through the analysis of the use of phrases and sometimes

sentences instead of short codes (Saldana, 2013; Auerbach & Silverstein, 2003). Thus, content analysis involves the search for particular words and phrases in a text and identifying the number of times they occur so as to examine their significance in relation to the particular study. The approach employed in this study was conceptual or thematic analysis.

The process of actual coding began with reading the shortest interview transcript which was the interview with Respondent Three (3). The oral interviews were transcribed by the researcher himself to afford some insight into implications of statements made by the respondents. This was a guided content analysis, so it was necessary to examine the way meaning was derived from the categories or themes adopted from the objectives of the syllabus as well as other themes which emerged from the various sources of data. Also, a case study database was created during analysis for organisation and easy access of data (Merriam & Tisdell, 2016). First, a review of the purpose of the study and the research questions was done to serve as a guide for the analysis. Then, coding and thematic analysis (Miles & Huberman, 1994a, 1994b; Merriam & Tisdell, 2016) of the transcribed interviews and the examination scripts was done. The term 'analysis' refers to a critical examination of something in order to have a better understanding of it. The codes were classified into thematic areas and these themes were subjected to critical examination or analysis to understand their implications for the study. This process through which the transcribed interviews and the examination scripts were taken through is what is referred to above as coding and thematic analysis.

The data from the follow-up interviews would help to answer the research question: 'To what extent does the English curriculum with its supporting documents (syllabus, textbooks and examination papers) reflect the development of academic literacy?' The availability of the

prescribed literature text, as a supporting document of the curriculum, may reflect the development or otherwise of academic literacy. In addition, the acquisition of literary language is part of academic literacy; therefore, data from the follow-up interview was also expected to answer the research question: 'To what extent do the English teachers in their own view assist the pupils to acquire academic literacy?'

At the end of each follow-up interview, records were collected on the population of pupils per class and the number of books available in the class (English textbook and the prescribed literature textbook). The records were meant for the qualitative aspect of the study. Those records were compared to the responses of the teachers, particularly concerning availability of books in the schools.

4.11 Analysis of Examination Question Paper

The examination question paper was set in line with the standards of the West African Examinations Council (WAEC). The paper was set by a private organisation named, Quality Education Consult Limited (Appendix G). On the cover page were the title of the paper, and instructions to candidates. The paper was titled, Junior High School Mock Examination, JHS 3, English Language 2 & 1. The duration of the exam was 1hour, 45 minutes and all the parts must be taken at the same sitting. The paper was divided into three parts: Part1 (Lexis and Structure); Part II: Composition (Section A: Essay Writing; and Section B: Comprehension), and Part III which was devoted for literature. The duration for English Language 1 was 45 minutes. This was an objective test and pupils were required to answer all 30 questions. English Language 2 consisted of Part II and Part III which had the duration of 1 hour. Pupils were required to answer one question

from a set of three essay questions and the essay must be about 250 words long. Section B required that six comprehension questions based on a given passage must be answered.

Part III was on literature. Questions were based on four extracts: *Oliver Twist* by Charles Dickens; *Scribbler's Dream* by Lawrence Darmani; *Debbie, Sandy and Pepe* by Merrill Corney, and Sleep without wake by AA. Amoako. There were three questions on *Oliver Twist* while the other extracts had two questions on them. The questions tested various aspects of literature including literary devices, character, speaker in a text, and stanza.

The examination questions were also analysed using the profile dimensions in the syllabus. The purpose was to ascertain whether the questions met the required objectives of the syllabus as reflected in the profile dimensions.

Table 2: A Framework of the Profile Dimensions for the Analysis of Examination Questions

Profile Dimension	Key word/ Verb	Knowledge	Understanding	Application	Analysis	Inventive Thinking	Evaluation
Examination Question							

Source: Author

4.12 Analysis of Examination Scripts

Details of the examination scripts which were analysed may be found in the analysis section. Guided content analysis (Hisieh & Shannon, 2005) of the sample pupil examination scripts was done using the objectives and profile dimensions in the syllabus as the main themes. The specific objective in the syllabus which fits the topic from which the examination question emanates was used as a theme for coding. The following profile dimensions served as themes: knowledge, understanding, application, analysis, inventive thinking and evaluation. Additionally, there were specific elements of academic literacy based on Kern's (2012) scheme of academic genre which were basic themes that informed the coding. Kern's (2012) proposed three factors in his scheme of academic genre, namely: recount/narrate, information report (e.g. formal features of a friendly letter), exposition (argumentation). Individual pupils, whose scripts were selected to ascertain the extent to which academic literacy reflected in their scripts, were the unit of analysis as well as the different sources of data. In analysing the data, the researcher was cognisant of aspects of the theoretical framework that were reflected in the emerging themes and categories.

Evaluation, which is a key profile dimension in the syllabus, was not mentioned among the academic genre stipulated by Kern (2012). His model of three genres was therefore modified by adding 'evaluation' as one of the genre for coding and analysis. Examination scripts with high marks in English as well as those with low marks were studied to ascertain whether or not the differences in the explanatory variables might lead to some corresponding differences in performance. The scheme of four academic genre employed in the coding of the examination scripts are the following: recount/narrate, information report (e.g. formal features of a friendly letter), exposition (argumentation) and evaluation (the ability to appraise, compare features of

different thing, contrast, criticize, justify etc.). The type of coding applied in this case, in which the coder 'identifies the conflicts' whereby that which was coded was the opposite of what was expected in the script may be described as 'versus coding' (Saldana, 2015, p. 107). The data from each school was analysed and presented as a single embedded case (within-case analysis) which helped the researcher to understand the 'contextual variables that might have a bearing on the case' (Merriam & Tisdell, 2016, p. 234). Next, a cross-case analysis was done to present a general picture representing the case of Ho West District.

4.13 Ethical Considerations

4.13.1 Confidentiality

Written permission was sought from the Ho West District Educational authorities to undertake the study as soon as the proposal was accepted (Appendix B). The confidentiality of the study was assured. Additionally, when consent forms were sent to the interviewees to complete and sign, they were assured that their personal names would not be written on the forms; rather, they would be identified by codes. They were also given assurances that their schools would only be identified through codes. During the follow-up interview, a guided open-ended questionnaire was used (Appendix H). At the beginning of each oral interview, it was explained to the teacher-respondent that the study was purely for academic purposes and their responses and all personal information obtained would be treated with utmost anonymity and confidentiality. Therefore, they should answer questions candidly.

4.13.2 Informed Consent

The consent of the teachers who were interviewed was obtained in writing. A written letter on a UNISA letterhead indicating their consent and the confidentiality of the study was signed by the interviewed teachers (Appendices E1 - E5). Each interviewee agreed that they had read and understood the nature of the study and the ethical issues involved and signed the University of South Africa (UNISA) consent form. By signing the forms, they agreed to participate in the study. Through applying for ethical clearance, the researcher agreed to comply with the ethical requirements of UNISA. Ethical clearance was duly granted (Appendix A). The ethical clearance letter and letters of consent signed by the interviewees were added to this work as appendices.

4.14 Conclusion

Chapter Four dealt with the methodology employed in the study. The chapter further explained the sources of data and the techniques employed in the collection of the various data. Next, sampling techniques which were employed were also discussed. Issues of validity and reliability critical to the research were dealt with as well as the approach to the analysis and interpretation of data. Finally, the chapter dealt with how ethical considerations were ensured, specifically, confidentiality and informed consent. The study ensured that the ethical principles and procedures laid down by the University of South Africa (UNISA) were strictly adhered to.

CHAPTER FIVE: ANALYSIS AND INTERPRETATION OF DATA

5. Introduction

This section presents the analysis and interpretation of data. The data may be classified into two categories, namely documents and text analysis as well as analysis of interviews. The documents and texts analysed were the syllabus, JHS English textbooks, sampled examination scripts and the examination question paper. The next category of analysis was the interviews. First, there was the within-case analysis of interviews in individual schools and then a cross-case analysis to represent the case of all the schools. It is in the cross-case analysis that the convergence of the qualitative and quantitative data occurs. Though each section was discussed separately, each section focused on the evaluation of an aspect of the curriculum. Moreover, where applicable in the discussion of each section, references were drawn from the other sections to explain discussions. A summary on the integration of the various sections is also provided before the conclusion of this chapter on analysis and interpretation of data.

This chapter on the analysis and interpretation of data adopted Silverman's (2005) analytic story approach. Therefore, the key theories employed in the study are discussed below. Again, based on Silverman (2005), the findings of the study are discussed and the discussions demonstrate how the findings shed light on these theories as well as the development of academic literacy in the English curriculum of junior high schools in Ghana. This study contextualises academic literacy in the school system which requires examination and critical thinking. Cummins (1999) posits that academic literacy entails cognitive academic language proficiency; therefore, it includes 'the enhancement of the thinking processes that underlie' academic work (Lea, 2004, p.2). Thus, the

analysis and interpretation of data and the results demonstrate the extent to which academic literacy was promoted in the curriculum.

As stated in the review of theory, critical theory and academic literacy underpin the whole study. Consequently, a critical approach was adopted in the analysis and interpretation of data in this chapter. The theory of immanent critique, which is an aspect of critical theory was also applied in the evaluation of the syllabus. Critical theory tries to identify the political undertones which may lead to oppression (Thompson, 2017; Friersen,2008). In the analysis of the syllabus and the textbooks, the lens of critical theory was employed to expose the short comings in these documents that reflect 'the domination, control and suppression' that may hide underneath what ordinarily may appear 'neutral, progressive and necessary' (Harney, 2017, p.1).

This study adopted the mixed method approach and this chapter is the second stage in the study where qualitative and quantitative aspects are converged in the study. The first stage was the 'data collection phase', where data was collected using a questionnaire that required 'both closed-ended responses and open-ended responses' (Creswell, 2015, pp.82-83). At this stage of analysis and interpretation of data, the result of the quantitative data was used to explain or support the qualitative findings. This approach follows Dovan *et al*. (2002) who have stated that conventionally qualitative data has been used to help in the interpretation of quantitative results but in their feasibility study they 'inverted the normal relations between these methods and embedded the randomised trial within the qualitative study' (Dovan *et al.,* 2002, p. 768). The convergence in this chapter occurs in the section titled, 'Cross-Case Analysis'. The approach is to compare the quantitative results with the qualitative results. Additionally, there is a summary of the convergence of qualitative and quantitative aspects of the study before the conclusion of this

chapter. This is in line with Creswell's assertion that, among others, integration of qualitative and quantitative data in mixed methods can be 'a passage in data analysis' (Creswell, 2015, p. 84).

5.1 Documents and Text Analysis

5.1.1 Analysis of Syllabus

Based on critical theory, this section of the study analysed the national syllabus for teaching and learning of English language in Ghanaian junior high schools. The aims and profile dimensions in the syllabus were used as benchmarks. The profile dimensions are similar to Bloom's taxonomy. Using the aims and profile dimensions in the syllabus as benchmarks for the evaluation of the syllabus was based on immanent critique, which is as an aspect of critical theory. The analysis of the syllabus was in line with one of the objectives of the study which is: 'To understand the extent to which the curriculum reflected the development of academic literacy, by determining to what extent the syllabus (as the teaching plan and component of the curriculum) contained evidence of the promotion of academic literacy.'

The theory of immanent critique is based on existing social norms and tries to uncover the possibilities of social change so that the identified change can be promoted (Herzog, 2016; Stahl, 2013). Similarly, evaluating the syllabus with this critical perspective aimed at identifying the setbacks in the syllabus so that possible changes could be advocated. Therefore, in using this theory of immanent critique, the study has tried to establish the fact that either the syllabus is successful or 'fails also on its own terms' (Stahl, 2013, p.2).

A syllabus is defined as 'a plan of what is to be achieved through teaching and learning' (Breen, 2001) and may be considered as 'a part of an overall language curriculum or course which is made

up of four elements: aims, content, methodology and evaluation' (Breen, 2001, p.151). In the light of the foregoing definition, *The National Syllabus for English Language (JHS 1-3)* (Ministry of Education, Republic of Ghana, 2012a & 2012b) may be defined as the blue print for the teaching and learning of English in junior high schools in Ghana. This implies that, all things being equal, if teachers follow the broad plan which is outlined for teaching and learning in the syllabus, the aims and objectives in the syllabus will be realised. On the contrary, the results of the analysis showed that the syllabus could not be considered as a blue print as it contained several errors and inconsistences.

The study revealed that academic literacy promotion was limited in the JHS English syllabus. For example, only essay writing was scored for Inventive Thinking whereas teaching and learning activities focused more on Understanding which is a basic profile. This result was similar for the syllabuses of JHS 1, JHS 2 and JHS 3 whereby Understanding had the highest score and followed by Inventive Thinking and Application**.** The findings imply that the syllabus was not promoting higher order thinking skills enough. The syllabus, therefore, seemed to defeat its own principle of promoting evaluation in pupils. Hence, the syllabus did not seem to contain adequate evidence of the promotion of academic literacy. The aspect of literature is also not well treated in the syllabus. Literature did not appear to be properly introduced in the syllabus while its presentation in the syllabus was also found to be scanty.

Logic is a characteristic of critical thinking which is required in academic literacy. Though the terms logic, fallacies and inferences were mentioned in the syllabus, they were not presented adequately. For instance, under analysis in the profile dimensions, pupils were expected to acquire the ability to 'recognize unstated assumptions and logical fallacies, recognize inferences from

facts, etc.' (Ministry of Education, Republic of Ghana, 2012a, p. ix). Yet, the syllabus did not specify how logical fallacies and related topics listed in the syllabus should be taught and how these should be integrated into the overall teaching process. Additionally, the syllabus did not define logical fallacy, unstated assumptions or inference for the benefit of either the teachers or the pupils. In addition to these findings, other inadequacies were found in the syllabus. For instance, the following inaccuracies were found: spelling errors, misuse of words and typing errors.

In the light of the foregoing, immanent critique considers conventional ideas and norms with 'scepticism, as potentially mistaken, misleading, incomplete, or in other ways inadequate' (Sabia, 2010, p.691). Hence, immanent critique interrogates the norms and basis upon which arguments may be made. The norms in this study were the profile dimensions. In a similar vein, it was anticipated that the interrogation or analysis of the syllabus would bring about some desirable changes in the drawing of a future syllabus.

As Stahl (2013) notes, 'an immanent critique of society is a critique which derives the standards it employs from the object criticized, that is, the society in question, rather than approaching that society with independently justified standards' (Stahl, 2013, p.2). In the case of this analysis it was not a society that was examined but a syllabus by using its own terms, the profile dimensions and the aims in the syllabus, as standard measure just as the norms of a society would be used. With this approach, immanent critique aims at a transformation of such practices which hinder progress (Herzog, 2016; Stahl, 2013). Social critiques that employ the theory of immanent critique hold the view that it is inadequate to deal with social issues with a predetermined standard which is based upon principles that are 'justified independently of any examination of the social practices in question' (Stahl, 2013, p.1). Immanent critiques 'regard as unsatisfactory and unjustified norms

and practices that work against a people and their aspirations' (Sabia, 2010, p.687). In other words, the approved standards that guide the practices in a society are not fool-proof unless they are subjected to an external, independent check. In this study the syllabus was analysed to ascertain how far the profile dimensions and the aims in the various sections of the syllabus promoted academic literacy in the pupils.

5.1.2 How does the syllabus meet the demands of English in junior high schools in Ghana?

The syllabus, which is structured according to sections and units, was published in September 2012 for junior high schools by the Curriculum Research and Development Division of Ghana's Ministry of Education. The rationale for the syllabus states that English is the official language, the language of government and administration in Ghana. It is also the language of commerce, the legal profession and the media. The syllabus further states that English is the medium of instruction from Primary 4. This role of English according to the syllabus 'means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the language' (Ministry of Education, Republic of Ghana, 2012a, p. ii). It is these factors which account for the studying of English Language as 'a major subject of study in Ghanaian schools' (Ministry of Education, Republic of Ghana, 2012a, p. ii).

Since English is a major subject of study, one would expect that the curriculum (syllabus, and textbooks) would adequately provide for the level of literacy required to enable pupils to achieve success in their academic work and also to lay the foundation for their future academic pursuits. In line with this, the general aims of the syllabus are stated as follows: 'the syllabus has been designed to assist the pupils to develop the basic language skills of listening, speaking reading and

writing' and further to equip them with the competencies required to study other subjects and to pursue English as a discipline at higher levels of education (Ministry of Education, Republic of Ghana, 2012a, p. ii). This study examined the contents of the syllabus to ascertain whether academic literacy and cognitive academic language acquisition were supported and if the ideals professed in the profile dimensions of the syllabus were dealt with in the textbooks.

5.1.3 The Aims of the Syllabus

The national syllabus for English (JHS 1-3) has several general aims including: 'to assist pupils to develop the basic language skills of listening, speaking, reading and writing' as well as 'attain high proficiency in English to help him/her in the study of other subjects and the study of English at higher levels; cultivate the habit of and interest in reading' and be able to 'communicate effectively in English' (Ministry of Education, Republic of Ghana, 2012a, p. ii). It is assumed in the syllabus that the pre-requisite skills of listening, speaking, reading and writing in English will 'have been adequately acquired at the primary level' (Ministry of Education, Republic of Ghana, 2012a, p. iii). These are considered basic survival skills upon which the JHS English syllabus was expected to build on at junior high school level.

5.1.4 Profile Dimensions in the Syllabus

Fundamental to the syllabus is the concept of profile dimensions which are similar to Bloom's taxonomy. A dimension is defined by the syllabus as 'a psychological unit for describing a particular learning behaviour' (Ministry of Education, Republic of Ghana, 2012a, p. vii). The syllabus advises that the dimensions of 'Knowledge, Application, etc. are dimensions that should be the prime focus of teaching and learning in schools', and 'students should be encouraged to

apply their knowledge, develop analytical thinking skills … and use their knowledge in a variety of ways to produce good quality work in English while still in school' (Ministry of Education, Republic of Ghana, 2012a, p. vii). This implies that JHS pupils must exhibit functional literacy both in school and after school. Thus, the aims and the profile dimensions constitute the benchmark for the analysis of the syllabus. This meant that the syllabus was analysed by its own parameters, which in essence was the application of the theory of immanent critique.

5.1.5 Organisation of the syllabus

The syllabus for each class was organised into five sections as follows: Section 1: Listening and Speaking; Section 2: Grammar; Section 3: Reading; Section 4: Writing; Section 5: Literature/Library.

5.1.6 Evidence of Academic Literacy Promotion in the Syllabus

A framework based on the profile dimensions in the syllabus was used for the analysis of the syllabus itself (Appendix J1). This implies that the syllabus was measured by its own standards. Each section of the syllabus had General Objectives while the units had specific objectives. As noted earlier, the analysis of the syllabus was based on the theory of 'immanent critique…which derives the standards it employs from the object criticized' (Stahl, 2013, p.2). Here, the object under critique was the syllabus; therefore, in using the general objectives and specific objectives in the syllabus as well as the profile dimensions it was possible to establish that the syllabus was deemed either successful or 'fails also on its own terms' (Stahl, 2013, p.2).

The General Objectives and Specific Objectives were coded as follows: A= Appropriate; NA = Not Appropriate; IA = Inadequate. The objective was supposed to determine the content of the

unit but if the specific objective did not capture what was in the content or what was supposed to be in the content, then the objective was coded IA (Inadequate). A tick [√] was used for the rest (to show whether the lesson and suggested exercises for class evaluation could be classified under: Knowledge, Understanding, Application, Analysis, Inventive Thinking, or Evaluation). Analysis of the syllabus sought to answer the question: 'To what extent did the syllabus reflect the development of academic literacy? The question helped 'to keep the research focussed' (Green, 2014, p.3).

5.1.7 Academic Literacy Promotion in the JHS 1 Syllabus

The study found that all the general objectives were adequate (Appendix J1). Twenty-eight Units were found in the JHS 1 syllabus. There were 19 units with inadequate specific objectives and which were subsequently marked IA (68%) while 9 units (32%) had specific objectives which were considered to be adequate. The profile dimension with the largest score in the JHS 1 syllabus was Understanding (14), followed by Inventive Thinking (10). Application scored 5 and Knowledge which is the most basic profile scored 3 while Analysis scored Nil and Evaluation scored 1. The study showed that apart from essay writing which was scored for Inventive Thinking, teaching and learning activities focused more on Understanding which is a basic profile. Less emphasis appeared to be placed on Application, Analysis and Evaluation which were classified under 'application of knowledge' and considered as high level thinking skills (Ministry of Education, Republic of Ghana, Republic of Ghana, 2012a, p. ix). The study showed that academic literacy promotion in the JHS 1 syllabus was inadequate. From a critical theory perspective, when a syllabus in inadequate and does not provide what it purports to offer, it will affect the acquisition of academic literacy. Therefore, as Motselisi (2016) has indicated, critical theory is a tool for social equality, emancipation, and justice and this injustice was what the analysis tried to identify.

5.1.8 Academic Literacy Promotion in the JHS 2 Syllabus

In the JHS 2 syllabus, the general objectives in the five sections were adequate (Appendix J2). Out of 29 specific objectives, 12 constituting 41% were adequate while the remaining 17 specific objectives constituting 59% were inadequate. The profile dimension with the highest score of 19 was Understanding. This was followed by Inventive Thinking with a score of 5 and Application with a score of 4. Evaluation had a score of only 1 while Knowledge and Analysis had no score. This result is similar to the case of JHS 1 where Understanding had the highest score and followed by Inventive Thinking and Application**.** The findings imply that the syllabus was not promoting higher order thinking skills enough.

5.1.9 Academic Literacy Promotion in the JHS 3 Syllabus

Again, all of the five general objectives were adequate (Appendix J3). There were 27 specific objectives from which 15 (56%) were adequate while 12 (44%) were inadequate (Appendix J3). The profile dimension with the highest score was Understanding which scored 13. Again, this was followed by Inventive Thinking which scored 8 then Application at 3, Knowledge at 2 and Evaluation at 1.

The study showed that Evaluation, which the syllabus considers as the highest level of thinking (Ministry of Education, Republic of Ghana, 2012a, p. ix), did not appear to feature much in the teaching and learning activities or in the sections on formative evaluation. Only the following four expressions, which signal evaluation, were found in the teaching and learning activities as well as in the formative evaluation of the syllabus: compare, contrast, support, and judge. The remaining signals of evaluation — appraise, criticise, justify, discuss, and conclude, which are outlined in the

profile dimension of evaluation, did not seem to be utilised in the teaching and learning activities in the syllabus nor in the suggested formative evaluation exercises. The general objectives were largely adequate but the specific objectives were in many instances inadequate. The syllabus, therefore, seemed to defeat its own principle of promoting evaluation in pupils. In conclusion, the syllabus did not seem to contain adequate evidence of the promotion of academic literacy.

5.1.10 Treatment of the Teaching of Listening and Speaking in the Syllabus

Listening and speaking are considered as part of academic language. Knowledge about falling and rising intonation, for instance, is essential in the acquisition of academic literacy because academic English is not just about knowing the linguistic codes but it is also about how to use them to achieve appropriate linguistic goals (Lucero, 2013; Scarcella, 2003). Consequently, 'part of acquiring academic English, then, is acquiring the particular conventions and norms that characterize the people who use it' (Scarcella, 2003, p.29) and such norms include appropriate listening and speaking skills. Academic language, which has been defined as the language pupils need to enable them to be successful in school (Cummins, 2000; Lucero, 2013) includes vocabulary that is specific to certain contexts, 'complex grammatical structures' and 'morphological and linguistic features specific to particular disciplines' (Lucero, 2013, p.58). In the light of linguistic features, effective pronunciation would facilitate the communication of an intended message in a particular subject or discipline. Similarly, being able to listen critically and understand others in an academic discourse may accord a pupil the recognition of being academically literate and would become 'part of a literate culture' (Lucero, 2013, p.59).

Contrary to the foregoing, the study found that some objectives and parts of the sections of the syllabus on listening and speaking were inadequate to equip pupils with the requisite listening and

speaking skills. For example, Section 1, Unit 3 of the JHS 1 syllabus focuses on conversation with the objectives that pupils will be able to 'talk about/ describe people and objects'; 'talk about/ describe occasions and festivals'; 'give accurate directions.' Yet, the syllabus did not provide for vocabulary items which could be taught to assist pupils to describe personalities and the necessary language to 'engage in debates on a suitable topic' (Ministry of Education, Republic of Ghana, 2012b, p. 5). Although this is provided for in the JHS 2 section of the syllabus the foundation should be laid in JHS 1. This reveals the absence of scaffolding.

5.1.11 Treatment of the Teaching of Literature in the Syllabus

The teaching of literature may be considered as imparting academic literacy. Cummins (2000) has explained that, 'the construct of academic language proficiency refers not to any absolute notion of expertise in using language but to the degree to which an individual has access to and expertise in understanding in using the specific kind of language that is employed in educational contexts and is required to complete academic tasks' Cummins (2000, p.66). Thus, in appreciating literature, 'the specific kind of language' required 'to complete academic tasks' in literature is an understanding and use of literary language. Similarly, Faltis (2013) supports the view that academic literacy is not a single entity; for, 'academic language does not exist as a single construct, but rather as one of the many styles of language used in academic contexts' (Faltis, 2013, p. 4). In learning English for cognitive purposes, there is therefore, the need to learn 'specialised vocabulary' as well as distinct forms of expressions related to specific academic domains' (Kaiser, Reynecke & Uys, 2010, p.57). Consequently, the language required in dealing with literary texts (as a specific academic domain) must be taught.

Moreover, the symbiotic relationship between English and literature has been established (Ihejirika, 2014; Behtash, 2012). Behtash (2012) when tracing the development of English shows the relationship between language and literature. Ihejirika (2014) has also argued that, 'there is a symbiotic relationship between literature and language' (Ihejirika, 2014, p. 86). According to the author, 'Literature is rooted in language and language gets life through Literature' (Ihejirika, 2014, p.87). Additionally, reading literary texts 'brings to the reach of the learner large repertoires of lexical items in their natural linguistic contexts (Ihejirika, 2014) [4]which will equip them for various social functions. This is at the core of the academic socialisation model (Lea & Street, 2006). Therefore, if literature is taught creatively, it will facilitate the development of confidence in pupils thereby enabling them to speak coherently and write well-organised, coherent and meaningful paragraphs (Ihejirika, 2014, p.87) required in academic literacy. Though literature is a component of the JHS English syllabus and part of academic literacy, this aspect of English did not appear to be properly introduced in the syllabus and its presentation in the syllabus was found to be scanty. The first unit on literature should have dealt with what is meant by literature and the three main forms of literature, namely drama, prose and poetry.

5.1.12 Treatment of Logic in the Syllabus

Logic, fallacies and inferences are also not presented adequately in the syllabus. One of the profile dimensions under Application of Knowledge in the syllabus is Analysis. Under analysis pupils are expected to acquire the ability to 'break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points' as well as being able to

[4] Emphasis of current author

‘recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc.’ (Ministry of Education, Republic of Ghana, 2012a, p. ix). With these requirements in mind, particularly the unstated assumptions, logical fallacies and inferences, the syllabus should have stipulated how logical fallacies and related topics listed in the syllabus would be taught and how these should be integrated into the overall teaching process. However, nowhere in the syllabus is any note given on defining logical fallacy, unstated assumptions or inference for the benefit of either the teachers or the pupils.

There are also spelling errors, misuse of words and typing errors in the syllabus. The syllabus is supposed to be a model outline for teaching and learning; therefore, proper editing must be done to avoid spelling errors and the use of inappropriate words in certain contexts. For instance, the word ‘verses’ is used in Section 1, Unit 1 instead of ‘versus’ (Ministry of Education, Republic of Ghana, 2012b, p.1).

5.2 Analysis of the English textbooks

Critical theory was applied in the analysis of the textbooks. The importance of textbooks in learning English as an L2 has been acknowledged (Behnke, 2018; Tok, 2010; Miekley, 2005; Stern & Roseman, 2004). Tok for instance has specified that textbooks ‘provide a framework for teachers in achieving the aims and objectives of the course’ and ‘also serve as a guide to the teacher when conducting lessons’ (Tok, 2010, p. 509). Moreover, Wuttisrisiriporn and Usaha (2019, p.46) have also indicated that ‘In language teaching and learning, a textbook is one of the key resources/materials that helps language teachers and learners to achieve particular teaching and learning outcomes.’ Therefore, it is clear that ‘textbooks affect learning and teaching in many

different ways' (Behnke,2018, p.383). The need to evaluate the textbooks from a critical theory perspective is therefore essential for learners and teachers to benefit optimally from those officially prescribed for use in schools. Moreover, it is essential that studies are conducted to ascertain the extent to which the prescribed textbooks are aligned with the syllabus.

In this current study, the three English textbooks, JHS 1-3, used in junior high schools in Ghana were analysed to ascertain how closely they were aligned to the syllabus using the profile dimensions in the syllabus, in a similar manner to the studies of Shah *et al.* (2014) and Heriati (2017). The frequencies of the profile dimensions in the three textbooks were ascertained and graphs were produced from the profile charts used as the data collecting instruments from the three textbooks. The study found that the objective of the syllabus that high level thinking profiles, especially Evaluation, should be emphasised did not seem to be fulfilled in the English textbooks.

Academic Content and Development of Critical Language Awareness in the Textbooks were also inadequate. The table for academic content and development of critical language awareness in the JHS English Texts shows that there was no development of critical language awareness in the textbooks. For instance, pupils were not given the opportunity to investigate the way language was used in their community. Therefore, there were no opportunities given to compare phonetics, conventions and grammar use. The analysis also took into account grammatical errors, inconsistencies and appropriateness of texts and exercises.

Anderson (2002, p.257) has asserted that, 'curriculum alignment requires a strong link between objectives and assessments, between objectives and instructional activities and materials.' In other words, content validity, content coverage, and opportunity to learn are all included within the more

general concept of ‘curriculum alignment’ (Anderson, 2002, p.257). Anderson (2002) depicts this concept of curriculum alignment with a triangle as illustrated below:

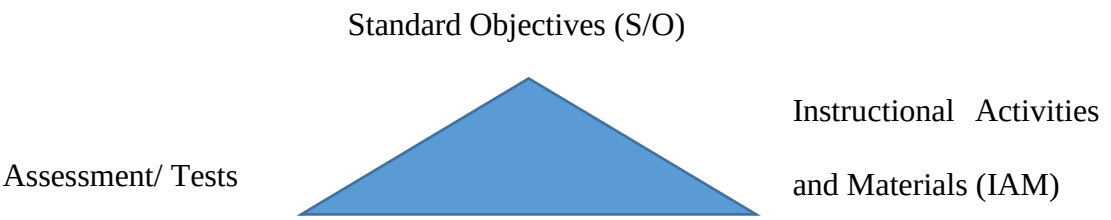

Figure 5: Relationships among Standards/Objectives, Instructional Activities and Materials, and Assessments/Tests (Source: Anderson, 2002, p.256)

Whereas this current study examined the contents of the textbooks, some previous studies on the evaluation of textbooks such as Tok (2010); Rahimpour & Hashemi (2011); and Mohammadia and Abdi (2014) were carried out predominantly through interviews. The approach of reviewing textbooks by only interviewing respondents was not considered a suitable method for this current study as the textbooks’ contents needed to be examined. A study by Tok (2010) evaluated an English language textbook used at the eighth grade in state primary schools in Turkey and was carried out through examination of the teachers’ perspectives rather than through examination of textbook content. The respondents, who comprised 46 English teachers, were randomly selected from state primary schools in two city centres in Turkey. Data were collected with a five point Likert scale questionnaire. The interviews focused on ‘layout, and design, activities and tasks, language type, subject, content and skills and whole aspect’ (Tok, 2010, p. 511). The study revealed that the negative characteristics of the textbook were greater than its positive attributes. However, in the view of this current study, interviews as undertaken by Tok (2010) without content analysis may not bring out the detailed shortcomings in a textbook.

A similar study to Tok's (2010), conducted by Rahimpour and Hashemi (2011) was based on the views of teachers. Rahimpour and Hashemi (2011) evaluated three English language textbooks in use in high schools in Iran. A questionnaire comprising 46 items, which represented five sections of the textbooks, was used for the interviews. The five sections were: vocabulary, reading, functions of language, and practice of pronunciation as well as the physical structure of the textbooks and practical issues. A total of 50 teachers from 60 high schools were involved in the study. The study revealed that the teachers did not accept the textbooks because of the physical design and for other practical reasons. In my opinion physical design of the textbooks is of far less importance than the contents and whether or not they aligned properly with the syllabus. This study also did not appear to be as in-depth as the current study.

Another study conducted by Mohammadia and Abdi (2014) on textbook evaluation was conducted through interviews of teachers and students. While the teachers were interviewed about the suitability of the contents, it was considered that the views of the pupils concerning their 'aims, concerns, interests, expectations, and views regarding methodology' would give a better understanding of the suitability of the text in fulfilling 'the gaols and objectives of this particular textbook' (Mohammadia & Abdi, 2014, p.1151). The study ultimately concluded that the textbook could be recommended for teaching and learning if some adaptations were made. In contrast, this current study examined the contents of the textbooks vis-à-vis the aims, objectives, profile dimensions and contents outlined in the syllabus.

Gonzalez (2010) evaluated a communicative syllabus for an EFL programme in a private Mexican university. Bloom's taxonomy was not used but rather the elements which Brown (2007) considered as essential elements for a communicative syllabus or class. The following are some of

the important elements which Brown (2007) listed: 'Goal, objectives (terminal objectives and enabling objectives), materials, equipment and procedures' (Brown 2007, pp. 156-157). Gonzalez focused on the design and implementation of the syllabus. The study found that the syllabus was narrowly designed. For example, it specified the contents without indicating the teaching approach which teachers must follow. That was a university syllabus and it differs from the JHS English syllabus which combines contents with suggested teaching approach for each unit and topic.

Also, in this current study, evaluation of textbooks was accomplished using the profile dimensions in the syllabus as benchmarks (Appendices J1-J3). These profile dimensions almost entirely correspond with Bloom's taxonomy. The approach to the evaluation of the textbooks for this study was therefore in line with Shah *et al*. (2014) and Heriati (2017). Shah *et al.* (2014) evaluated a textbook entitled, *English for Academic Purposes,* which was recommended by the British Council and approved by the Higher Education Commission of Pakistan for use in Pakistani schools. This was a pilot project which had just been implemented in Pakistan universities. The study aimed at ascertaining the effectiveness of the book in meeting the needs of the students. Blooms taxonomy of Learning Domains of 1956 was used as the criteria for the evaluation of the textbooks. Similar to the qualitative aspect of this current study, the study of Shah *et al.* (2014) was qualitative. The frequency of the key labels in Blooms taxonomy were used to measure how often particular skills, such as cognitive, affective or psycho motor, were encountered in the textbook. The study did not examine alignment of the textbook *English for Academic Purposes* according to Bloom's taxonomy with the curriculum as its aim was to 'highlight which levels are focused on and which are ignored' (Shah *et al.*, 2014, p. 105). The data was analysed manually and the frequencies were determined. Then 'each level of Bloom's taxonomy was analysed individually and necessary graphs' were developed (Shah *et al.,* 2014, p. 106). Again, the analysis approach adopted for the

qualitative aspect of this current study was similar to the analysis approach of Heriati (2017) of using Bloom's taxonomy to analyse a textbook to determine the extent to which it aligned to the curriculum. However, for this current study, it was believed that just using the profile dimensions or the frequency of the key labels from Bloom's taxonomy to measure frequency of occurrence would not highlight any specific deficiencies in the textbooks. Consequently, instances of inadequacies were cited in addition to the results of the profile dimensions.

The JHS English syllabus differentiates the skills to be acquired in learning English into two parts, namely knowledge and application of that knowledge. The application of knowledge consists of four behavioural levels: 'application, analysis, synthesis, and evaluation' and each is required to reflect 'equally in teaching' (Ministry of Education, Republic of Ghana, 2012a, p. ix). Consequently, exercises given to pupils were expected to reflect these dimensions. Cummins (1999) has proposed that a language programme intended to promote the cognitive academic language proficiency of bilingual children must consider the three key components of the construct: cognitive, academic, and language. A separate chart was constructed and used to ascertain whether each Unit in the textbooks, particularly passages contained aspects of other subjects being studied by the pupils. The questions in each exercise were ticked according to the profile dimension they fitted depending on the main verb in the question. Finally, the number of the ticks for each profile was calculated and graphs drawn to represent the frequency of the various profile dimensions.

5.3 Analysis of Profile Dimensions in the Textbooks

The graphs in this section were produced from the profile charts used as the data collecting instruments from the three textbooks. The profile charts are attached as Appendices K1, K2 and K3. On the charts, the profile dimensions are arranged horizontally from the lowest (Knowledge) to the highest (Evaluation). The syllabus categorically states that, 'evaluation is the highest form of thinking and is, therefore, the most difficult behaviour' and further states that, 'This means you should start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking while learning the subject ([5]English)' (Ministry of Education, Republic of Ghana, 2012a, p. ix).

The scores were generated from the questions in the teaching and learning activities in each unit and the questions posed in the various exercises. In Book 1, as presented graphically in Figure 6, out of 668 questions taken from teaching and learning activities and exercises, Knowledge, the lowest profile had the highest score of 469 (70.2%). This was followed by the second lowest profile, Understanding, which scored 129 (19.3%). Evaluation, which is considered as the highest form of thinking, scored only 9 which constituted 1.3% of the total score.

[5] Emphasis added.

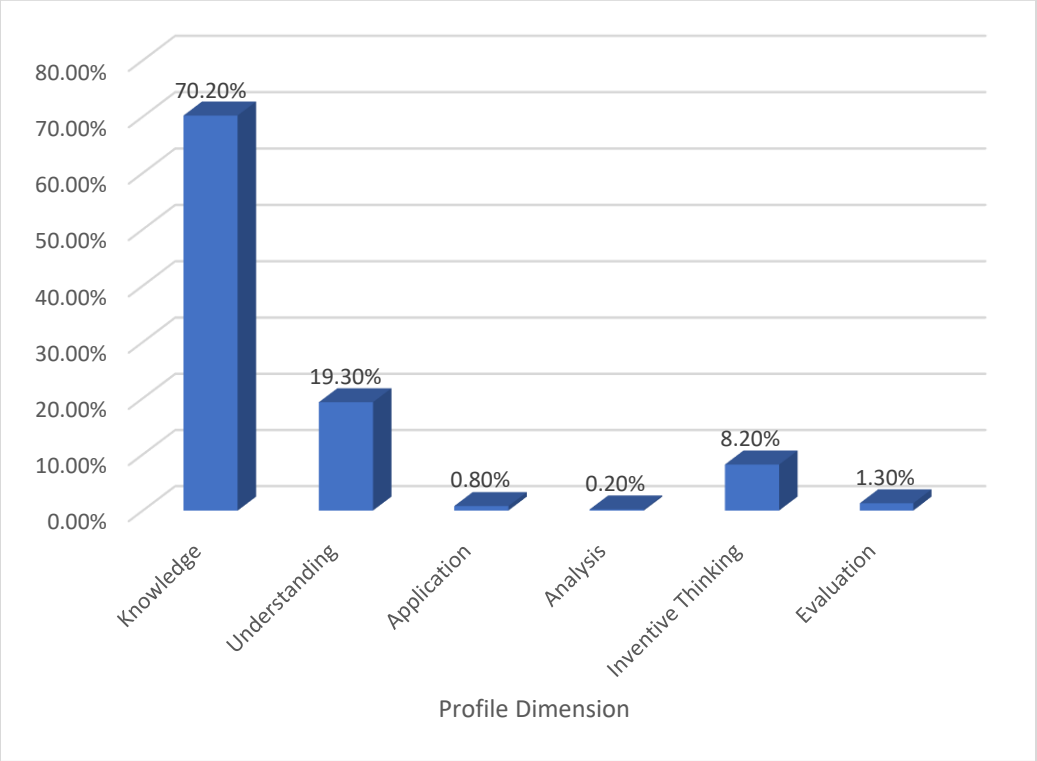

Figure 6: A graph representing the analysis of profile dimensions in JHS English Book 1

(Source: Author)

From Figure 6 above, it can be observed that the syllabus objective that high level thinking profiles, especially Evaluation, should be emphasised did not seem to be fulfilled in the English textbook for JHS 1. The next graph (Figure 7) presents scores for the profile dimensions in the JHS English Book 2.

Thus, a similar trend was observed in the JHS English Book 2. From the graph (Figure 7) it can be observed that 292 questions (54.17%) out of 539 questions were based on Knowledge. Descending, the next profile score was Understanding with 132 (24.50%). Evaluation, which is the highest level of thinking scored only 4, constituting 0.74%. Inventive Thinking which had to

do mainly with essay writing scored 45 which amounted to 8.35%. Again, the objective of the syllabus that higher order thinking skills should be given more prominence seemed to be undermined in the English Book 2.

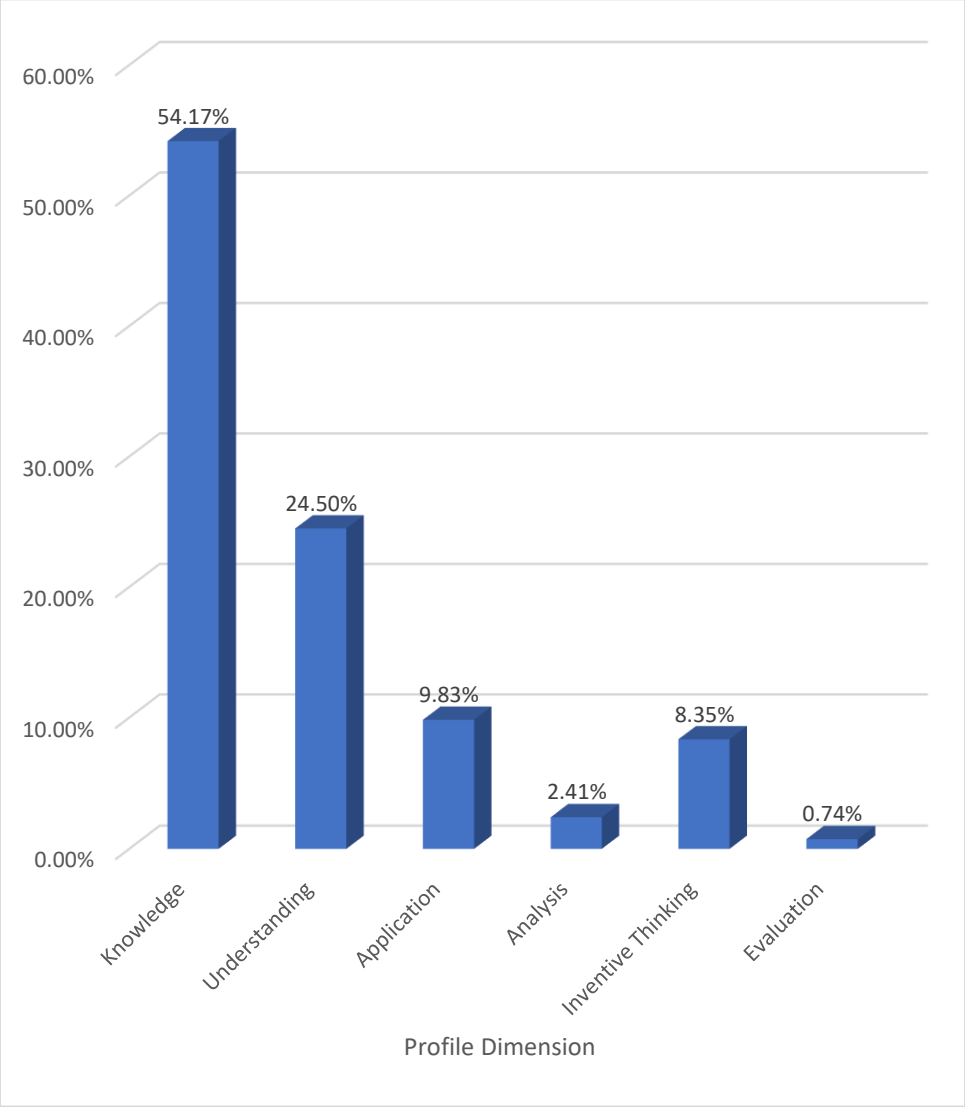

Figure 7: A graph representing the analysis of profile dimensions in JHS English Book 2

(Source: Author)

The graph above (Figure 7) clearly indicates that the bar representing Knowledge (the lowest profile) is far higher than the others. Inventive Thinking follows Application because of the essay questions in the textbook.

The case of the JHS English Book 3 was not different. Knowledge scored 216 or 61.19% of a total score of 353 questions. Again, this was followed by Understanding which scored 85 (24.08%). Book 3 also had few questions for Evaluation; the score was 3 which constituted 0.85%.

Figure 8 below is a graphical representation of the analysis of profile dimensions in Book 3. Similar to the graphs for Books 1 and 2 (Figure 6 and Figure 7) the tallest bar in Figure 8 represents Knowledge followed by Understanding. The rest of the bars are low except Inventive Thinking which follows after Understanding because of the inclusion of the several essay questions.

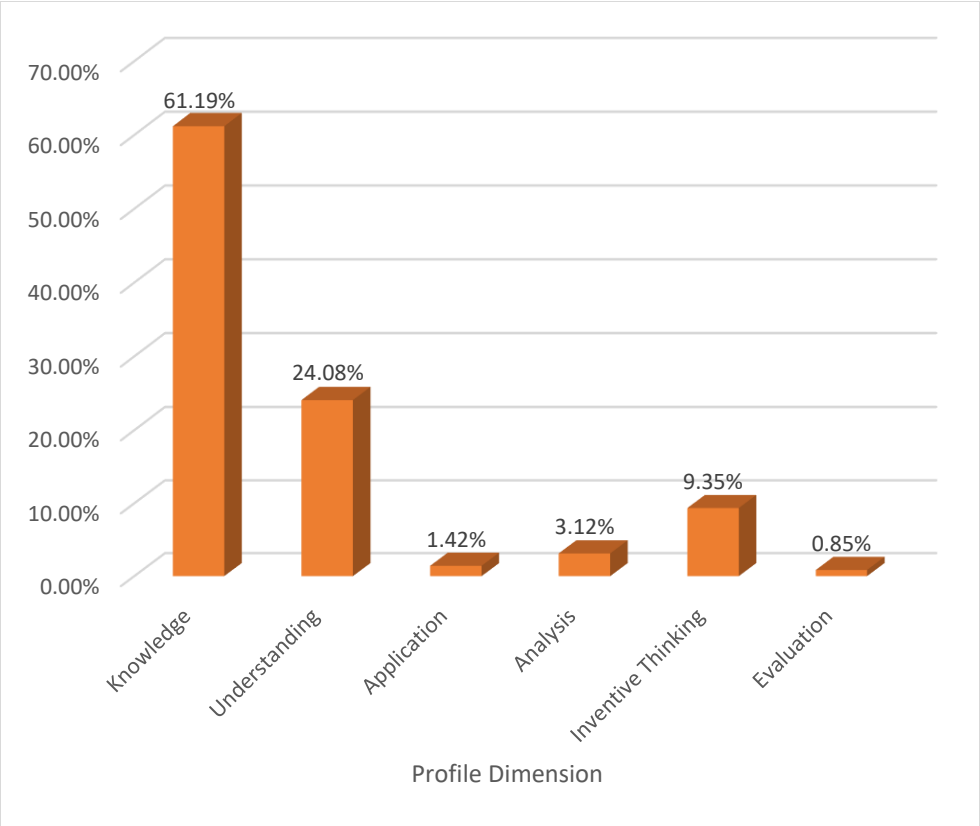

Figure 8: A graph representing the analysis of profile dimensions in JHS English Book 3

(Source: Author)

5.4 Academic Content and Development of Critical Language Awareness in the Textbooks

As noted in the methodology, a second framework was employed to ascertain the presence of academic and language content in the textbooks (Appendices L1- L3). This was an adaptation of Cummins' (1999) framework in which he proposed the following elements: Cognitive, Academic and Language. This adapted framework for this study took care of academic and language content because the cognitive aspect was accommodated by the framework of profile dimensions.

Cummins proposed that the academic content should include other subjects such as 'Science, Mathematics, Social Studies, Art' and other subjects should be incorporated in the content of the

language instruction as in 'content-based ESL programs' (Cummins, 1999, p.6). The following codes were used to indicate the presence of elements from other subjects:

P = Present; NP = Not Present; IA = Inadequate.

A column on the table was used to indicate the presence of critical language awareness. As far as language or literacy is concerned, Cummins (1999) proposed that:

> *'[T]he development of critical language awareness should be fostered throughout the program by encouraging students to compare and contrast their languages (e.g. phonetics, conventions, grammar, etc.) and by providing students with extensive opportunities to carry out projects investigating their own and their community's language use, practices, and assumptions'* (p.6).

The following elements may be identified in Cummins' proposition:

i. Language awareness must be carried out throughout the whole curriculum.
ii. Pupils must be encouraged to compare and contrast their indigenous languages (such as *Sidemese*) with the language of instruction which is English in the case of this study.
iii. The comparison done by pupils should include areas such as phonetics, conventions and grammar.
iv. Pupils must be given enough opportunity to undertake projects in which they investigate their community's language use, its practices and assumptions.

Accordingly, these factors were considered when examining the contents of the textbooks.

In English textbook 1, 30 Units were examined. As may be seen in the following table (Table 3), 21 units scored P. This implies that there were elements from other subjects in 21 units while 9 units had no other subject elements which was quite encouraging.

In the case of the development of critical language awareness, NP scored 100% which indicates that pupils were not encouraged to compare their indigenous language with English. Moreover, pupils were not given the opportunity to investigate the way in which language was used in their community. If these factors were present in the textbook, the pupils in the study area would benefit.

Table 3: Table for Academic Content and Development of Critical Language Awareness in JHS English Book 1

CODES	**ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)**		**DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS**	
P	21	70%	0	0%
NP	9	30%	30	100%
IA	0	0%	0	
TOTAL	30	100%	30	100%

(Source: Author)

Codes: P = Present; NP = Not Present; IA = Inadequate

This information in the table for academic content and development of critical language awareness in the JHS 1 English Text shows that there was no development of critical language awareness in the textbook.

Book 2 was very similar. Table 4 below, representing the case of JHS English Book 2, indicates that P scored 22 (84.62%) which implied that 22 units had elements from other subjects. Only 4 units (15.38%) did not have elements from other subjects. The development of critical language awareness seemed to be absent. For instance, pupils were not given the opportunity to investigate

the way language was used in their community. Therefore, there were no opportunities given to compare phonetics, conventions and grammar use.

Table 4: Table for Academic Content and Development of Critical Language Awareness in JHS English Book 2

CODES	ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)		DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS	
P	22	84.62%	0	0%
NP	4	15.38%	26	100%
IA	0	0%	0	0%
TOTAL	26	100%	26	100%

(Source: Author)

Codes: P = Present; NP = Not Present; IA = Inadequate

As in the case of Book 1, the development of critical language awareness was completely not present (100%). Academic content or elements from other subjects scored approximately 85% which is somewhat better than the case of Book 1 which scored 70% for elements from other subjects.

Book 3 was not quite as encouraging. As Table 5 below indicates, 13 units out of 26 units contained elements from other subjects. Critical language awareness received an NP with a score of 100%. This implies that the factors identified above that could promote Critical Language Awareness were not present.

Table 5: Table for Academic Content and Development of Critical Language Awareness in JHS English Book 3

CODES	**ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)**		**DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS**	
P	13	50%	0	0%
NP	13	50%	26	100%
IA	0	0%	0	0%
TOTAL	26	100%	26	100%

(Source: Author)

Codes: P = Present; NP = Not Present; IA = Inadequate.

The table (Table 5) clearly shows that the absence of critical language awareness promotion scored 100% for "Not Present". The evidence of elements from other subjects was only 50%. This situation depicted in Table 8 shows that academic literacy was not very much promoted in Book 3.

The table below (Table 6) presents a summary of the results of Academic Content and the Development of Critical Language Awareness overall in the three English textbooks. The total units numbered 82 out of which 56 units, constituting 68% contained elements from other subjects. This implies that 26 units (32%) contained no elements from other subjects which was quite encouraging. On the other hand, the development of critical language awareness was not

encouraging. The study revealed that the factors identified above for critical language awareness were not present.

Table 6: Summary Results of Academic Content and Development of Critical Language Awareness in Books 1, 2 and 3.

CODES	**ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)**					**DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS**				
	BOOK 1	BOOK 2	BOOK 3	TOTAL		BOOK 1	BOOK 2	BOOK 3	TOTAL	
P	21	22	13	56	68%	0	0	0	0	0%
NP	9	4	13	26	32%	30	26	26	82	100%
IA	0	0	0	0	0%	0	0	0	0	0%
TOTAL	30	26	26	82	100%	30	26	26	82	100%

(Source: Author)

The above table shows that critical language awareness was not present in Books 1, 2 and 3. All three textbooks scored 100% for "Not Present" for the development of critical language awareness. Academic contents in the three English textbooks were: Book 1 (70%); Book 2 (84.62%); Book 3 (50%). The content analysis of the textbooks revealed similar results as had been found through evaluation with the profile charts depicted by the tables above.

5.4.1 Inadequate Alignment of JHS 1 Textbook with the Syllabus

i. Alignment with the Syllabus on Topics for Reading Passages in Book 1

The topics for the first year (JHS 1) were expected to be based on Ghana's natural resources (gold, diamonds, bauxite, manganese, timber, water resources, oil and gas), industrialisation in Ghana, diseases and their prevention (AIDS, syphilis, malaria, diarrhoea, TB), festivals, destruction of water bodies (invasive alien species, e.g., water lettuce, limnocharis flava, red water fern, etc.) (Ministry of Education, Republic of Ghana, 2012a, p. xiv). Only three of the suggested topics in the syllabus, upon which passages were to be based for JHS 1 were found in the English Textbook 1 for junior high schools. Hence, the objective of equipping pupils with some knowledge about their environment may not be achieved.

ii. Inadequate Alignment of JHS 1 Textbook with the Syllabus on Pronunciation

Though the general objective of the sections on speaking and pronunciation in the syllabus is that pupils will be able to 'articulate speech sounds and words correctly', 'develop confidence in and skills in listening and speaking' and 'increase their competence in expressing themselves orally' (Ministry of Education, Republic of Ghana, 2012b, p.1) no transcription of speech sounds were found throughout the whole textbook.

iii. Alignment of the JHS 1 textbook with the Syllabus on Grammar

Contrary to the requirement in the syllabus that an integrated approach must be adopted, a Grammar Outline was provided at the ending of the JHS Book 1 (Cobb *et al*. pp. 210-224) to which pupils were asked to refer. Cognitive Psychology requires that scaffolding is applied in the presentation of lessons. This implies that 'learners start their work on relatively simple learning

tasks and progress toward more complex tasks' (Van Merrienboer *et al.*, 2003, p.6). For example, Unit 13, Section 5 of the JHS 1 textbook requires an understanding of complex sentences although that concept had not yet been introduced. In the first exercise, pupils were asked to 'Write one sentence that joins the two given sentences together. Use 'When' and 'While' at the start of each new sentence to join the two parts'. The following are the first two questions of the exercise:

1. Kafui (eat) her breakfast. Her mother (pack) her bag for her.
2. Kafui (run) to school. She (fall over) and (cut) her leg. (Cobb *et al.*, 2013, p. 91)

Also, the treatment of the **'Subject and Object'** of simple sentences did not appear to be systematically presented in the JHS English Book 1. The lesson simply said: 'Almost every sentence has a subject. The subject is the person or thing doing the action of the verb' (Cobb *et al*., 2013, p. 129). The following examples were given as subjects: '*The food'* and '*It*'. The first example, *'The food'* is a noun phrase. Hence, using a noun phrase as an example may not be helpful to pupils when they have not been introduced to the noun phrase. The following single words were given as examples of object: '*chickens*' and '*them'.* Then, without any further explanation, pupils were required to underline the subjects in five sentences, with four of them having noun phrases as subjects:

i. Mummy keeps the chickens.
ii. The bedrooms are upstairs.
iii. My brother looks after the verandah.
iv. Nobody in our house thinks about housework as chores.
v. Kafui and I take the brush to the rubbish dump.

(Cobb *et al.*, 2013, p. 129).

iv. **Inadequate Introduction and Treatment of literature**

Literature did not appear to be adequately treated in the JHS Book 1. For example, Unit 3.6 presented a poem of six lines translated from a traditional Fante[6] work song (Cobb *et al*. 2013, p. 28). The definition of a simile and the treatment of the lesson were inadequate as a foundation for pupils who had not studied literature in the primary school. Also, the appropriate literary terms were not used sometimes. For instance, at Unit 3.6 (b) a reference was made to 'the poet' instead of 'persona'.

This study considers that the appropriate diction that will commensurate with the junior high school level of learning must be used. For instance, the expression 'the author' was used instead of 'the poet' in the following question:

'Why has the author filled in the 'O's?'

(Cobb et al. 2013, p. 35).

The person who has written a poem is technically referred to as 'the poet' rather than 'the author'.

Another question on the same page refers to 'the poet' which could have been 'the persona':

'*Do you think <u>the poet</u> passes on his message in a serious way or a light-hearted way?'*

(Cobb et al. 2013, p. 35).

The study observed that, as in Book 1, appropriate literary or technical terms were not always used in Book 2. For instance, in Book 2, Unit 26, Question 1 asked: 'What is the **<u>name</u>** of the poem?' (Boateng & Hylton-Lartey, 2013, p.229). Meanwhile, a poem has **<u>a title</u>** but not a name.

[6] The Fante are one of the major ethnic groups in Ghana.

What could be the reason why the authors would use '**name'** instead of **'title'?** and **'the author'** instead of **'the poet'.** Perhaps they wanted to simplify things for the pupils, yet forgetting that the West African Examinations Council will not compromise its standards. The following questions from the mock examination (Appendix G: Copy of Examination Paper) which the pupils wrote may attest to this:

Part III

4. What literary device is found in line one?

5. The dominant device in the extract is?

7. What did the speaker in the extract reach out for?

v. Inadequate treatment of Essay writing

Essay questions in Book 1 often required short answers which may not prepare pupils adequately to be able to write essays of acceptable length in their final exit examination. The length of an essay in the BECE should be 250 words. The WAEC Handbook (West African Examinations Council, n.d., p.19) specifically states that 'The essay should not be less than 250 words.'

The study revealed that both the syllabus and the textbooks did not seem to treat paragraph development sufficiently. Paragraph development is crucial to the writing of a good essay. Oshima and Hogue (2007, p.38) have underscored the fact that 'a paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence.' Yet, nothing was said about a concluding sentence which is a critical characteristic of a good paragraph.

vi. Inadequate alignment of the JHS 1 textbook with the Treatment of logic in the syllabus

The syllabus under the profile dimension of analysis, states that pupils will be assisted to develop the ability to 'recognize unstated assumptions and logical fallacies' (Ministry of Education, Republic of Ghana, 2012a, p. ix). The textbook contains nothing about this requirement.

vii. Alignment of the JHS 1 textbook with the Syllabus on vocabulary development

The syllabus did not seem to provide for vocabulary development but this gap has been filled by the textbooks with exercises specifically on vocabulary development.

5.4.2 Inadequate Alignment of JHS 2 English Textbook with the Syllabus

i. Alignment with the Syllabus on Topics for Reading/Comprehension Passages in Book 2

For the second year (JHS 2), the syllabus provided for nine topics and six out of these were developed for comprehension passages which was quite better than the case of the JHS English textbook 1. The topics listed in the syllabus for comprehension passages in JHS 2 were: 1. Tourism (waterfalls, mountains, e.g. Afajato, Everest); 2. Modern communication; 3. Space crafts; 4. Banking (Types Savings); 5. Sports and games; 6. Inventions – local and foreign; 7. Communication – E-mail, Internet, print and electronic media; 8. Diseases and their control – Guinea worm, Bird flu; 9. Bad farming practices (Ministry of Education, Republic of Ghana, 2012a, p. xiv).

ii. Alignment of JHS 2 Textbook with the Syllabus on Treatment of pronunciation

The whole of English textbook 2 (Nyarko & Hylton–Lartey, 2013) revealed that it focused on the teacher as a model to provide the correct pronunciation for pupils. This did not seem to properly align with the syllabus which recommended that a recorded voice could be played as an alternative

to the teacher pronouncing the words to pupils: ‘provide model pronunciation or use tape/ cassette recorders’ (Ministry of Education, Republic of Ghana 2012b, p. 1).

iii. Alignment of JHS 2 Textbook with the Syllabus on Presentation of literature

Literature was not adequately treated in Book 2 as well. Literary terms are incorrectly used. For instance, it was stated that, ‘The people who act out a play or drama are known as characters’ (Boateng & Hylton-Lartey, 2013, p.113). This definition is inaccurate; for, DiYanni (2002, p. 2162) rightly defines a character as ‘an imaginary person that inhabits a literary work.’ Similarly, the Longman dictionary defines an actor as ‘someone who performs in a play or film’. In effect, the people in the play are the characters while the people who act out the play are the actors.

Grammatical errors were also identified in Book 2. For example, the use of ‘means’ (singular) instead of ‘mean’ (plural) and the use of ‘preceded’ instead of ‘precede’ (Boateng & Hylton-Lartey, 2013, p.99).

5.4.3 Alignment of JHS 3 English Textbook with the Syllabus

i. Alignment of JHS 3 Textbook with the Syllabus on Treatment of Reading/comprehension

In the case of JHS English book 3, the following nine topics were listed in the syllabus for comprehension passages: 1. Forms of government – Communism, Socialism and Democracy; 2. Power (Governance); 3. Rich nations and poor nations; 4. Important rivers of the world and their uses; 5. The Internet; 6. Forest depletion; 7. Transportation – Land, air, and sea; 8. ECOWAS, AU, and United Nations; 9. Drug Abuse (Ministry of Education, Republic of Ghana, 2012a, p. xiv). Only four of the topics were found in the textbook 3. Topics like governance, the internet, forest depletion, and drug abuse which were listed in the syllabus for comprehension passages in textbook 3 were not used.

ii. Alignment of JHS 3 Textbook with the Syllabus on Treatment of conversation

One significant observation in the JHS English Book 3 was the misinterpretation of Conversation Practice in the syllabus. There were two sections devoted to conversations in the JHS final year English textbook: Unit 1, Section D (Conversation Practise) and Unit 4, Section B (Conversation Practice — Contractions). The specific objectives of the topic (Conversation) in the syllabus for the final year, Section 1 Unit 4 stated that the pupil:

i. 'will be able to speak spontaneously and fluently in introducing speaker/chairman at meetings, and in giving the vote of thanks;
ii. will be able to express him/herself fluently and purposefully in debates, impromptu speeches and in formal speeches;

iii. will function as a secretary/ in a meeting / debate formal functions etc.' (Ministry of Education, Republic of Ghana, 2012b, pp. 71- 72)

From the foregoing, the conversations which the framers of the syllabus seem to have contemplated were about functional literacy. Therefore, anything short of this objective would deprive the pupils of the relevant academic literacy they require not only to pass their final examination but also to function adequately in society after the junior high school.

Another topic under 'Conversation' in the JHS English syllabus which was ignored in the textbooks is the teaching of the functions of a secretary of an association. The following functions of a secretary were listed in the syllabus: 'Takes minutes, have minutes typed, discusses content of minutes with chairman and they [sic] agree on points in minutes, final typing of minutes for the club' (Ministry of Education, Republic of Ghana, 2012b, p.72). As a teaching and learning activity, the syllabus indicates that the class should organise a meeting and select a secretary who will perform the duties of the secretary and read the final minutes to the class. These activities could not be found in the English textbooks for junior high schools. In effect, they may not develop their academic literacy adequately, particularly academic socialisation.

iii. Alignment of JHS 3 Textbook with the Syllabus on Treatment of literature

Although the textbooks' treatment of literature was generally not adequate, the treatment of personification in the JHS 3 textbook with examples fills a gap in the syllabus. The treatment of alliteration and assonance is another gap which Boateng (2013) has tried to fill in Unit 3 of Book 3 because both alliteration and assonance were not mentioned anywhere in the JHS English syllabus. However, some shortcomings were found in the treatment of literature. For example, the

extract with the opening line, ‘When the sky is blue’ (Boateng, 2013, p. 173) has neither title nor the name of the poet.

5.5 Analysis of Examination Scripts

5.5.1 Cross Case Analysis of Sampled Examination Scripts

The analysed scripts were sampled from all participating schools to represent the cross-case analysis. The total number of scripts was one hundred and thirteen (113) which were put together and categorized as follows:

1. Very Good (50% - 76%); there were 14 scripts.
2. Fairly good scripts (40% - 49.5%); there were 18 scripts.
3. Poor scripts (5% - 38%); there were 81 scripts.

From the figures above, it could be observed that only 14 candidates, constituting 12% of the total number of candidates (133) from all the five schools were able to score 50% and above (Appendix N1). The next category of fairly good scripts constituted 18 scripts, and representing 16% (Appendix N2). The third category of poor scripts totaled 81 which equaled to 72% of the total population of candidates (Appendix N3). This result, clearly indicated that the majority of the candidates fell within the category of poor scripts which was not that different from the results which initially motivated the choice of the study area. The coding and analysis of the scripts discussed above is represented in Appendices N1 and N2. The figures discussed above are presented in the table below on categorization of scripts according to performance.

Table 7: Categorization of Scripts According to Performance

Description of Script	**Number of Candidates/ Scripts**	**Range of Score**	**Percentage of total scripts**
Very Good Scripts	14	50% - 76%	12%
Fairly Good Scripts	18	40% - 49.5%	16%
Poor Scripts	81	5% - 38%	72%

(Source: Author)

Two scripts (representing 10%) were selected from the very good scripts (14 scripts) for analysis. The first scripts scored 23/30 in essay while the second scored 27/30. Taken together within both scripts there were 10 poor construction errors, tenses errors 4 and 7 punctuation errors. There were also 4 spelling errors, 4 capitalisation errors and 2 amalgamation errors. This is presented below in a tabular form.

Table 8: Errors in the two very good scripts

Type of Error	**Number of errors**
Poor construction errors	**10**
Tenses errors	**4**
Punctuation errors	**7**
Spelling errors	**4**
Capitalisation errors	**4**
Amalgamation errors	**2**

(Source: Author)

From this, it can be noted that poor construction was the most prevalent error followed by those in punctuation. This indicated that even the good candidates did not fully understand sentence types. Both scripts were coherent and the friendly letters they contained had good formal features. However, the second script contained two paragraphs, each with a run-on sentence. Again, this emphasises the fact that the candidates did not have a good grasp of sentence types.

Two scripts were selected to represent 10% of fairly good scripts. One of them scored 16.5/30 in the essay while the other scored 16/30. Both scripts also contained friendly letters which were quite coherent and adequate formal features. However, one of the scripts contained two paragraphs consisting of run-on sentences. The errors in the fairly good scripts are presented in the table below.

Table 9: Errors in the two fairly good scripts

Type of Error	**Number of errors**
Spelling	8
Punctuation	7
Poor construction	6
Poor tenses	6
Poor capitalisation	1
Amalgamation	1
Expression.	1

(Source: Author)

The dominant errors in the fairly good scripts were spelling (8) and punctuation (7). These were followed by poor construction (6) and poor tenses (6). The rest: there was one error in each of poor capitalisation, amalgamation and expression.

Eight (8) scripts were randomly selected which represented 10% of the poor scripts grouping. The first of the poor scripts scored 20/30 in essay and 38% for the total paper. The first two poor scripts were relatively coherent. Four (4) of the poor scripts were not coherent and the candidates for the remaining 2 did not write an essay – one wrote only the writer's address and the date while the other appeared not to be able to write anything at all. The errors in the poor scripts are presented in the table below.

Table 10: Errors in the eight poor scripts

Type of Error	**Number of errors**
Wrong words	33
Spelling errors	22
Punctuation errors	16
Capitalisation errors	5
Poor paragraphing (2 run-on paragraphs)	2
Repetition errors	2

(Source: Author)

The dominant error in the poor scripts was tense errors (48). This was followed by poor construction (34), then use of the wrong words (33). The remaining were spelling errors (22), punctuation errors (16), punctuation errors (16), capitalisation errors (5), poor paragraphing (2 run-

on paragraphs) and repetition errors (2). The predominance of poor construction could be attributable to inadequate knowledge of sentences types, which could also contribute to the poor punctuation.

5.5.2. Within-Case Analysis of Examination Scripts

Sampled scripts from the individual schools were analysed to represent the within-case analysis. The coding frames and the analysis below show the ability of candidates to exhibit academic literacy in their essays as expected from the syllabus and textbooks. The results from the coding of scripts indicated that the main problems of candidates from School 'A' were poor spelling and poor construction (Appendix N4). A total of 21 spelling errors and 16 examples of poor construction were found across the three sampled scripts. There were 16 punctuation errors followed by 11 errors in tenses. Only one essay (Script 1) from School 'A' was coherent with well-written formal features. Script 15, which was also a letter, did not have a subscription to close the letter. Meanwhile, the structure was not suitable and the essay was too short.

With respect to School 'B', the study showed that the construction of proper sentences was the main problem of students (Appendix N 5). This was followed by tenses, spelling and punctuation. The sampled scripts from School B contained 21 instances of poor construction, 19 spelling errors and 13 errors in tenses. There were also 13 punctuation errors. Additionally, there were three instances of wrong use of words and one word which was not capitalised. In School 'B' only the first essay was coherent with the remaining two being not quite so coherent although better than those from School 'A'.

In School ‘C’ only the first essay was relatively coherent (Appendix N 6), the remaining two scripts did not even contain complete essays. In the second script, the candidate wrote only the writer’s address, date and salutation with a full stop being placed after the recipient’s name instead of a comma. The third candidate, in the poor scripts grouping, wrote only the question number and could not write anything else. Apparently, marks were bolstered by those obtained from the objective section.

In School ‘D’, the first script was coherent and the remaining two were relatively coherent (Appendix N7). Poor construction accounted for the largest frequency of 16 errors to be followed by the use of wrong words (7) while punctuation and poor tenses scored 6 errors each. Failure to use capital letters scored 5 errors and poor use of expressions scored 3 errors.

In the case of School ‘E’, the sampled scripts together had 30 errors of poor construction, 25 poor tense errors and 25 spelling errors (Appendix N 8). These were followed by 11punctuation errors. The failure to capitalise or improper capitalisation contributed 8 errors while the wrong use of words 9 and 2 errors of poor expression. The study indicated that the main challenge of School ‘E’ pupils was their inability to construct good sentences and their next challenge was the use of tenses. The third challenge was their inability to punctuate properly. In School ‘E’ the first essay was coherent, the second was reasonably coherent while the third was incoherent.

In summary, it was found that in School ‘A’ only one essay (Script 1) was coherent with the well-written formal features. The remaining two were not coherent. School ‘B’ appeared to be a little better as the first essay was coherent and the remaining two were relatively coherent. In School ‘C’ only the first essay was considered reasonably coherent. The remaining two scripts did not

contain complete essays. In School 'D', the first script was coherent and the remaining two were moderately coherent. In School 'E' the first essay was coherent; the second was reasonably coherent while the third was incoherent. The results for essay writing in School 'B' and 'D' appeared to be better than those from the other three schools.

5.6 Analysis of Examination Question Paper

Kern's modified (2012) framework was used in evaluating the mock examination questions. The questions were first entered in this modified framework, which was described in the methodology chapter, to ascertain whether the questions would fit the categories prescribed by Kern (2012) as academic genre. The results of the analysis of the three essay questions were as follows:

- Essay questions 2 and 3 fitted the genre of Recount/Narrate.
- Essay questions 2 and 3 also fitted the genre of Information report writing.
- Only essay question 1 fitted the genre of Exposition (argumentation). This type of essay required candidates to give: i. Statement of position. ii. Arguments; iii. Reinforcement of position statement.

Finally, no essay question was provided that covered the genre of Evaluation. An evaluative question requires 'the ability to appraise, compare features of different things, contrast, criticize, justify etc.' (Kern, 2012, p. 173; WAEC, 2013). Essay Question 1 required article writing and the ability to combine this with the 'stylistic features of this expository type of writing to produce a readable composition' (WAEC, 2014, p.3). This was similar to Question 2 of the Basic Education Certificate Examination in 2014 in which candidates were required to 'write an article for publication in a national newspaper on the topic: "*The causes of flood and how it can be prevented*."

Essay Question 2, stated: ‘Write a letter to your brother who is studying abroad for four years now, telling him at least three things that have happened in the family since he left.’ Incidentally, the question itself is grammatically incorrect, the concord is wrong and it should have read: ‘Write a letter to your brother who has been studying abroad for four years, telling him at least three things that have happened in the family since he left.’

When evaluated through Kern’s (2012) modified framework it became apparent that it combined two genres, namely narrative and information report writing. Though this question contained a grammatical error, it was similar to Question 1 of the BECE English paper which was set by the West African Examinations Council in 2013. That question read: ‘Write a letter to your friend telling him or her three ways in which the computer has made learning easier for students’ (WAEC, 2013, p.2).

Essay Question 3, of the Mock examination required candidates to **‘**write a short story ending with the saying: “*Indeed, it was a blessing in disguise*.” This question was similar to Question 2 of the 2012 BECE English paper: ‘Write a story which ends with the sentence: “*We arrived just in time to save the situation*” (WAEC, 2012, p. 3). When evaluated, this question was found to fall under the genre of Recount/ Narrate.

Again, a table of profile dimensions was used to analyse the comprehension questions. Out of the six comprehension questions, there were 2 Knowledge based questions while 4 questions were based on the profile of Understanding. There was no question on the higher order thinking skills, namely application, analysis and evaluation. Inventive thinking could not be part of these questions as that would have required composition.

Analysis of the literature section: This was also carried out using a chart of profile dimensions. All the questions were based on the prescribed literature text, *The Cockcrow* edited by Sackey and Darmani (2013), a small anthology of drama, prose and poetry. There were ten literature questions posed. Six were based on prose while four questions were based on poetry and there was no drama question. The analysis showed that three questions or 30% were based on application which is classified as higher order thinking (Ministry of Education, Republic of Ghana, 2012a, p. ix) seven questions or 70% required basic knowledge and understanding. There was no literature question asked which required analysis, inventive thinking or evaluation. This situation is similar to the results of the analysis of the textbooks where most of the questions were based on knowledge and understanding. As Wuttisrisiriporn and Usaha (2019) have observed, 'In language teaching and learning, a textbook is one of the key resources/materials that helps language teachers and learners to achieve particular teaching and learning outcomes' (Wuttisrisiriporn & Usaha, 2019, p.46).

Meanwhile, the quantity of books in the schools was limited, the contents were inadequate in some parts and the teachers complained about the inadequacy of their private materials on literature. Respondent 3 complained that:

> *'Books provided by the GES are not adequate enough. The textbooks are of low standard. They cannot be used solely to help pupils pass their exams'.*

Respondent 4 also claimed that:

*'I realised that majority of the topics in the syllabus are in them [7][*private books*] and quite explanatory than the pupils' textbooks we are using, so I use them alongside the textbooks to give more examples'*

Moreover, literature appeared not to be well-treated in either the textbooks or the syllabus. Meanwhile, the candidates were supposed to utilise the knowledge they had acquired from the English textbooks, literature textbook and what they were taught by their teachers to answer the questions. This situation supports Behnke's (2018) assertion that 'textbooks affect learning and teaching in many different ways' (p.383). Thus, a textbook that is well-written 'provides a systemic structure for teaching and learning, and every lesson is carefully designed in a harmonious organization throughout the textbook' (Wuttisrisiriporn and Usaha, 2019, p.46).

5.7 Analysis of Interviews with English Teachers

5.7.0. Within-Case Analysis

This section deals primarily with the follow-up interviews and the records on population of pupils and availability of books provided by the respondents.

5.7.1 Interview with Respondent 1

The records provided by Respondent 1 showed that while School 'A' had a total compliment of 48 pupils there were only 12 copies of the literature text, *The Cockcrow*, available for the whole school. Further, there was only one teacher's copy of the same text. This availability of text was considered inadequate for the school's population. In the situation of the text, *English for Junior*

[7] Emphasis added

High Schools Pupils Book 1 (Cobb *et al.*, 2013), there were only 10 copies available for a compliment of 17 pupils in Form 1.

The population of the Form 2 class in School 'A' was 13 pupils while the number of the available copies of the English textbook was 5 including one which was being used as a teacher's copy. This was averagely three pupils to a copy. In Form 3, the population was 18 pupils and the available number of the English textbook was 10 copies.

In the follow-up oral interview with Respondent 1, it was established that the respondent used their own private book in addition to the government supplied literature text, the *Cockcrow* and its commentary. The respondent confirmed that neither the government commentary book nor the private book was sufficient for working with literature. This corroborates the assertion of Respondent 3 that: '*the textbooks are of low standard. They cannot be used solely to help pupils pass their exams'.*

The contents of both the literature textbook and the English textbook were not considered satisfactory by the respondent-teachers. The results of the questionnaire showed that 3 English teachers (60%) used other books very often with 2 respondents (40%) using other books sometimes. In the follow-up interview, Respondent 1 said the following: 'I have the commentary but pupils don't have it' and 'I have a summary of *The Cockcrow* too.' The summary is a book published by a private person. When asked whether the summary of *The Cockcrow* was adequate, Respondent 1 said: 'No. It's not adequate enough.' Respondent 3 also confirmed using 'a private book' in addition to the government supplied text to teach literature. Likewise, Respondent 4 stated that the government textbook and private pamphlets were used for teaching literary devices.

5.7.2 Interview with Respondent 2

In School 'B', there were only 20 available copies of the literature text for a school of 49 pupils. Form 1 consisted of 23 pupils for whom there were only 8 copies of the JHS 1 English textbook available. There was no available copy of the English textbook for the 12 pupils JHS 2. For the 13 JHS 3 pupils there were only 5 copies of the English textbooks available. Respondent 2 was using the government literature text, *The Cockcrow*, supplemented by 'personal books like the *Last Hour'* which has a literature component. With regard to how Respondent 2 was assisting students in literature, the respondent said:

> *'We read and I try to relate the story to their daily activities – the things that they see around them; the happenings. I explain with actions and pictures. Well, with explanation and examples they understand.'*

The respondent explained that the pupils' understanding of literature was not good because they lacked any foundation from primary school:

> *They find it very difficult because they are now doing it [[8]for the first time] and so I take my time to explain to them. When they come first that is the time we explain literature to them. If we take poetry for instance, we define it and I explain to them the things that constitute this type of literature. From there we give examples like the poems, the folk tales then the drama. So, in a way they are picking up gradually. By the time they get to Form Two the serious ones do better.*

According to Respondent 2, 'some individuals have copies at home' but 'due to financial constraint some do not have copies at home to read unless they come to school.'

[8] Emphasis added

5.7. 3 Interview with Respondent 3

The books situation in School ‘C’ was worse than in all of the other schools. To cater for 75 pupils, Respondent 3 said there were only 45 to 50 copies of the literature text, *The Cockcrow* available throughout the whole school. There was also one commentary book on *The Cockcrow* which was the teacher’s copy. Similar to School ‘B’, there was no copy of the English textbook for JHS 2 with only one copy of the English textbook for JHS 3 which was currently being used by the English teacher. In effect, the pupils did not have any English textbooks to use because the single copies available for JHS1 and JHS 3 were being used as reference books by the teacher.

Respondent 3 was also supplementing ‘with the other books’ and other old English books published in 2005 which had been used during the time of the erstwhile junior secondary school (JSS). Sometimes they made photocopies of pages ‘but not always because of monetary affairs.’ Respondent 3 was also using two private books to complement the teaching of literature. Here also pupils did not like literature ‘because it’s new to them.’ A formal report had been made to the head who had taken a census of available books and forwarded a report to the district directorate.

5.7.4 Interview with Respondent 4

The total school enrolment in School ‘D’ was 110. Here, there were 62 copies of the literature text, *The Cockcrow* available for the entire school. Additionally, they were using the old JSS English books, especially for reading comprehension. This school was lucky to have enough of the old books for the whole school. This meant that this school had a relative advantage over the other schools. The study showed that School B and School D performed better in comprehension than

the other schools. These two schools focused on pronunciation and reading exercises. School B did not have old JHS English books but the school purchased a few story books which were rotated among the classes. These were steps in the right direction because academic literacy implies the ability to digest what is read critically, understand its nuances and respond appropriately.

According to Respondent 4, 'I use some of my degree books. Then the normal [[9]*common*] ones that are being used in schools.' The private books are the ones referred to as 'the normal [*common*] ones that are being used in schools.' This implies that the use of private books was a common practice in the schools in the district. As in the case of other respondents, Respondent 4 claimed to be using private books because:

> *'I realised that majority of the topics in the syllabus are in them and quite explanatory than the pupils' textbooks we are using, so I use them alongside the textbooks to give more examples'*

This school's advantage was because there were sufficient copies of the JSS old books that could be used for reading comprehension. The respondent claimed that the comprehension passages in those old books were actually 'better than the activity based textbooks we are currently using,' and 'there are enough copies of those books to go round the whole school but the new ones are not enough.'

Respondent 4 also complained about the poor foundations in literature and the efforts being made to assist the pupils:

> '*We introduce them to what literature is first before we come to devices. Normally, when they come here, because we are now starting with them, we start with what literature is. Then we move to the literary devices let's say during the second term. Then the third term, we get to The*

[9] Emphasis added

Cockcrow because those are the things we are going to use in understanding what we have in The Cockcrow'

Though the schools did not have the necessary text-books, the situation in School 'D' appeared to be far better as they could use the old books for comprehension and there were enough copies available for the whole school. Additionally, it was the only school which had a teacher who was a graduate in English, and specifically English Education.

5.7.5 Interview with Respondent 5

The total compliment of School 'E' was 73 pupils while the total number of the literature textbooks was 36 copies for the whole school. This meant that the teacher would use a copy as a reference book in addition to the only commentary book available. In the case of the English textbooks for JHS 1, there were 11 copies to be used by 22 pupils in JHS Form 1. The case of Form 2 was not encouraging because there were only 9 English books to be used by 27 pupils. Yet this situation was still better than in School 'B' and School 'C' where there were no copies of the English textbook for JHS 2. In sum, it was found that one of the challenges the schools faced was the insufficiency of books.

A follow-up interview could not be conducted with Respondent 5 because the Respondent explained that the Literature component was handled by the Headmaster. According to the Respondent, 'He uses the Cockcrow and that's all.' This did not come up in the earlier interview and because the Headmaster had not signed a consent form, the interview had to end there. This disclosure demonstrated the importance of follow-up interviews.

5.8 Cross-Case Analysis

The cross-case analysis is the analysis of the total responses from all the respondents. The results depict the situation in the study area as well as the Ho West District of the Volta Region of Ghana. This is the section of analysis and interpretation of data in which there is the convergence of qualitative and quantitative data.

5.8.1 Biodata of Respondents

i. Gender of Respondents

The study established that of the five teachers interviewed, 2 were male (40%) while 3 were female (60%). Table 11 below represents the gender of respondents.

Table 11: Gender of Respondents

GENDER	**FREQUENCY**	**PERCENTAGE**
Male	2	40%
Female	3	60%
Total	5	100%

(Source: Author)

The study did not attempt to establish whether gender had any impact on teaching of English but the two schools which produced the relatively good essays had females as English teachers. It was the same schools (School B and School D) which did relatively better in comprehension.

ii. Age Distribution of Respondents

Table 12 below illustrates the age distribution of respondents.

Table 12: Age Distribution of Respondents

AGE	**FREQUENCY**	**PERCENTAGE**
21-30 Years	3	60%
31- 40 Years	1	20%
41-50 Years	Nil	Nil
51- 60 Years	1	20%
Total	5	100

(Source: Author)

From Table 12 above, most of the respondents (60%) were aged between 21 and 30 years. One respondent (20%) was aged between 31-40 years and another (20%) was between 51 and 60 years. The study found that the older teachers had taught for more years and appeared to be more experienced.

iii. Educational Qualifications of Respondents

Table 13 below illustrates the educational qualifications of the respondents.

One of the respondents had obtained a diploma in Basic Education with a Mathematics/Technical elective before proceeding to study for a B. ED degree in English through distance education. The 4 respondents who obtained SHS certificates were also those respondents who obtained Diplomas

in Basic Education. One person who had obtained GCE O/A Levels was the same person who had obtained Diploma in Adult Education.

Table 13: Educational Qualifications of Respondents

EDUCATIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
SHS	4	80%
GCE O/A Level	1	20%
Diploma in Basic Education (General)	1	20%
Diploma in Basic Education (Catering Elective)	2	40%
Diploma in Basic Education (Mathematics / Technical)	1	20%
Diploma in Adult Education	1	20%
Degree/B.ED in English (Awaiting award)	1	20%

(Source: Author)

The table reflects that only one respondent had specialised in the teaching of English.

iv. Number of Years Taught

Table 14 below shows the number of years taught by the respondents.

Table 14: Number of Years Taught

NUMBER OF YEARS	FREQUENCY	PERCENTAGE
Less than 1 year	1	20%
1 year	Nil	Nil
2 years	Nil	Nil
3 years	2	40%
4 years	1	20%
30 years	1	20%

(Source: Author)

The study revealed that the number of years taught or experience had some impact on teaching. For example, it emerged that some of those teachers who had fewer teaching years could not satisfactorily handle some aspects of English, especially literature.

5.9 How well did the English Textbooks Interpret the Curriculum ?

The responses to this question of how well the English textbooks interpreted the curriculum were four Likert scale options. The frequencies and the percentages of responses are represented in Table 15 below.

Table 15: How well did the English textbooks interpret the curriculum?

Do you think the English textbooks interpret the curriculum well?

RESPONSE	FREQUENCY	PERCENTAGE
Yes, very well	2	40%
Yes, fairly well	2	40%
No, not quite	1	20%
No, not at all	Nil	Nil
Total	5	100

(Source: Author)

From the table above, two of the Respondents or 40% indicated that the English textbooks interpreted the curriculum very well; two other Respondents (40%) stated that the English textbooks interpret the curriculum fairly well while one of the Respondents (20%) indicated that the English textbooks did not quite interpret the curriculum well. This implies that 20% of the respondents thought that the English textbooks did not interpret the curriculum very well. This response substantiates the finding of the textbook analysis which found that the textbooks in some parts did not interpret the curriculum satisfactorily. This quantitative aspect of the study further supports the assertions by the respondents. For instance, as indicated above, Respondent 4 observed that the private books were '*quite explanatory than the pupils' textbooks we are using, so I use them alongside the textbooks to give more examples.'* Likewise, Respondent 3 reported that: '*The textbooks are of low standard. They cannot be used solely to help pupils pass their exams'.* Thus, the contents of both the English textbooks the literature textbook were not satisfactory for effective academic literacy development.

5.10 The extent to which the English syllabus for JHS is reflected in the English textbooks

Table 16 below illustrates the extent to which the JHS English syllabus was reflected in the textbooks. The responses were based on a four Likert scale and the frequencies and percentages were found as shown in the table below.

Table 16: The extent to which the English syllabus for JHS is reflected in the English textbooks

To what extent do you think the English syllabus for JHS is reflected in the English textbooks?

RESPONSE	**FREQUENCY**	**PERCENTAGE**
Yes, very well	2	40%
Yes, fairly well	2	40%
No, not quite	1	20%
No, not at all	Nil	Nil
Total	5	100

(Source: Author)

From the table above, two of the respondents (40%) claimed that the JHS English syllabus was well reflected in the English textbooks while two other respondents constituting 40% stated that the JHS English syllabus was only fairly well reflected in the English textbooks. One of the respondents (20%) indicated that the JHS English syllabus did not quite reflect in the English textbooks. Therefore, the result revealed that 20% of respondents (Not quite well) did not agree that the JHS English syllabus was satisfactorily reflected in the English textbooks. Again, this

result substantiates the qualitative analysis of the syllabus and textbooks which revealed that English syllabus was not adequately reflected in the English textbooks.

5.11 Availability of English textbooks for the pupils

The Table 17 below presents the result of the responses given by the five teachers on the availability of the English textbooks in their schools for their pupils. Data collected on the population of the schools and numbers of available textbooks indicated that available textbooks were woefully inadequate for the pupils. This finding corresponds with the responses in the table below.

Table 17: Availability of English textbooks for the pupils

Are the numbers of available English textbooks adequate for the pupils?

RESPONSE	FREQUENCY	PERCENTAGE
Yes, very adequate	1	20%
Yes, fairly adequate	1	20%
No, not quite adequate	2	40%
No, not adequate at all	1	20%
Total	5	100

(Source: Author)

In school 'C' for instance, there was not a single English textbook in the school. This revelation supports the claim by one responded in the table above that the numbers of available textbooks was not adequate at all. In all, 60% of respondents did not agree that there were enough English

textbooks for the pupils. From the results, not a single school had an adequate number of English textbooks; therefore, the response by one respondent (20%) that the textbooks were 'very adequate' requires some interrogation.

The *Longman Dictionary of Contemporary English* defines the word 'adequate' as follows: 'enough in quantity or of a good enough quality for a particular purpose.' This implies that the adequacy of the English textbooks could be observed from the perspectives of acceptable quantity and quality. Therefore, there is the need to interrogate the response of respondent that the textbooks were 'very adequate' because the records obtained in the school showed that there were not enough books for the pupils. In School A in which Respondent 1 stated that the English textbooks were very adequate, the study revealed that though the school had a total population of 48 pupils there were just 12 copies of the literature text, *The Cockcrow*, for the whole school with only one teacher's copy of the literature text. Besides, there were only 10 copies of *English for Junior High Schools Pupils Book 1* (Cobb *et al.*, 2013) for 17 pupils in Form 1. In that school (School A) the population of the Form 2 class was 13 pupils with 5 copies of the English textbook including one which was being used as a teacher's copy. The case of Form 3 was not different; there were 10 copies of the English textbook available for 18 pupils in the class. What must have motivated a teacher in such a situation to say the available books were very adequate?

Freire (1993) has postulated that people in deprived circumstances are 'oppressed' but 'instead of striving for liberation, tend themselves to become oppressors, or sub-oppressors' because the 'very structure of their thought has been conditioned by the contradictions of the concrete, the existential situation by which they were shaped' (Freire, 1993, p.45). Hence, the teacher appears to have been conditioned by the 'existential situation' in which he and the pupils found themselves whereby the

situation of inadequacy was accepted as adequate and they had adjusted themselves to the situation. Consequently, it is only the development of an enduring critical attitude can the teacher or somebody in his situation 'overcome a posture of adjustment in order to become integrated with the spirit of the time' (Freire, 1974, pp. 5-6).

5.12 The use of other English textbooks in teaching

Table 18 below indicates the frequency and percentages of responses to the question whether or not respondents used other English books apart from the government English textbooks in their teaching.

Table 18: The use of other English textbooks in teaching

Do you use other English books in teaching?

RESPONSE	**FREQUENCY**	**PERCENTAGE**
Very often	3	60%
Sometimes	2	40%
Rarely	Nil	Nil
Not at all	Nil	Nil
Total	5	100

(Source: Author)

From the table above, there was not a single respondent who did not have to make use of alternate English textbooks to complement the GES English textbooks or whatever was available. The respondents who used other books very often were 3 (60%) with 2 respondents (40%) using other books sometimes. This result corresponds with what one of the respondents said that, *'The textbooks are of low standard. They cannot be used solely to help pupils pass their exams.*' Also

the response by another indicating that ‘some topics’ in the government English textbooks were ‘well –explained’; from which it can be inferred that some were not well explained.

5.13 Reliability Statistics and Pearson Correlation

The reliability statistics or Cronbach’s Alpha and Pearson Correlation are shown in Table 19 and Table 20 respectively below. Cronbach’s Alpha and Pearson Correlation are in respect of the four closed- ended questions on the questionnaire which catered for the quantitative aspect of the study (Appendix H). These questions were: Question 7(Do you think the English questions textbooks interpret the curriculum well?); Question 8 (To what extent do you think the English syllabus for JHS is reflected in the English textbooks?); Question 9 (Are the English textbooks adequate for the pupils?); Question 10 (Do you use other English books in teaching?). These items are the variables that are captured on Table 20 (Pearson Correlation) as Curriculum Interpretation, Sufficiency, Supplementary Books and Content Adequacy.

Table 19: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.945	.960	4

(Source: Author)

Based on the rule of thumb by Cronbach (1951), a Cronbach’s Alpha value of greater than 0.90 is considered excellent internal consistency. Therefore, the items that measured the issue of the adequacy of the curriculum quantitatively were internally consistent. The table below (Table 20) presents the Pearson Correlation between the variables.

Table 20: Pearson Correlation

Variable/Pearson Correlation		Curriculum Interpretation	Sufficiency	Supplementary Books	Content Adequacy	Total
Curriculum Interpretation	Pearson Correlation	1				
	Sig. (2-tailed)					
Sufficiency	Pearson Correlation	0.943*	1			
	Sig. (2-tailed)	0.016				
Supplementary Books	Pearson Correlation	0.764	0.721	1		
	Sig. (2-tailed)	0.133	0.17			
Content Adequacy	Pearson Correlation	1.000**	.943*	0.764	1	
	Sig. (2-tailed)	0	0.016	0.133		
Total	Pearson Correlation	0.987**	.970**	0.825	0.987**	1
	Sig. (2-tailed)	0.002	0.006	0.086	0.002	
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

(Source: Author)

The Pearson Correlation between variable to test validity shows that the obtained values of sufficiency of text book, content adequacy were greater than the critical values given the degree of Freedom of 3. Therefore, these variables were significant except Supplementary text books.

5.14 Coding of Open-Ended Questions on Questionnaire

Table 18 below presents the coding of the responses to the following three open-ended questions on the questionnaire:

i. How well do you think the English textbooks promote pupils' ability to use and write in academic texts in English?

ii. Please give reasons why you use other English books.

iii. How well do you think you assist your pupils in acquiring competence to use English and write academic texts in English?

These were open–ended questions which required coding and analysis of the codes. The approach adopted was *In vivo coding* which 'refers to a code based on the actual language used by the participant' (Saldana, 2011, p. 99).

Table 21: Coding of Open-Ended Questions on the Questionnaire

QUESTION/THEME	**RESPONSE/PRELIMINARY CODES**	**FINAL CODES**
Question 1		Can be used 'effectively'

How well do you think the English textbooks promote pupils' ability to use and write academic texts in English?	'The English textbooks have everything to teach English language effectively.'	
	They help pupils develop skills in reading, writing and understanding.	'Pupils develop skills in reading, writing and understanding.'
	Books provided by the GES are not adequate enough. The textbooks are of low standard. They cannot be used solely to help pupils pass their exams.	'The textbooks are of low standard. They cannot be used solely to help pupils pass their exams.'
	Some of the topics in the textbooks are well- explained. This helps those who are left behind to be forced as far as reading is concerned.	Some topics 'are well-explained'
	They help them in reading, acquisition of knowledge, vocabulary items and spelling.	'reading, acquisition of knowledge, vocabulary items and spelling'
Question 2. Give reasons why you use other English books.	To tap other views and information.	Additional information

	For more information in addition to the textbooks to enhance teaching and learning.	Additional information
	'There are no copies of the current books and we have to depend on old edition of the textbook.'	No current books available
	'To gather more information about the topic involved and give more examples to pupils.'	Additional information
	To help pupils 'read for understanding and get access to the correct spelling of words'	To promote reading and spelling.
Question 3. How well do you think you assist your pupils in gaining competence to use English and write academic texts in English?	JHS 1. 'Combine two, three letters to pronounce sounds.' JHS 2. Dictation to recognise vocabulary. JHS3. Writing letters, stories, speeches.	'Combine two, three letters to pronounce sounds.' Dictation Writing e.g. stories, letters speeches.
	Taking pupils through regular reading and writing activities.	'Regular reading and writing activities.'

	'I teach them generally so that they can read and write in English.'	'generally so that they can read and write'
	'I form groups to enhance reading and communication among pupils most especially those who are handicapped.'	'form groups to enhance reading and communication'
	JHS1. Taking them through pre-reading and pre-writing stage. JHS 2. Encouraging dictation and reading in the class. JHS 3. Helping them to use the language in speaking and writing.	'pre-reading and pre-writing activities' Dictation Encouraging them to speak and write English

(Source: Author)

Theme 1: How well do you think the English textbooks promote pupils' ability to use and write academic texts in English?

One of the respondents stated that the textbooks had 'everything in them to teach English language effectively'. Similarly, another respondent said the books helped 'pupils to develop skills in reading, writing and understanding'. Also, another respondent said the books helped pupils 'in reading, acquisition of knowledge, vocabulary items and spelling.' This implies that the books were satisfactory. Yet, the analysis of the textbooks revealed inadequacies in them with some of the respondents complaining about the shortcomings in the books. For instance, one of the respondents (Respondent 3) complained that: 'Books provided by the G.E.S. are not adequate

enough. The textbooks are of low standard. They cannot be used solely to help pupils pass their exams.'

In the same vein, another respondent (Respondent 4) indicated that, 'some of the topics in the textbooks are well–explained' and that they helped 'those who were left behind to be forced as far as reading is concerned.' This implies that whereas 'some topics' were 'well –explained', there were others which needed further explanation. This assertion compliments the claim by Respondent 3 that the books could not be 'used solely to help pupils pass their exams.' This inadequacy of textbook contents also explains why the respondents were using other English books in addition to the prescribed books for their teaching.

Theme 2: Give reasons why you use other English books.

The final coding on this theme, 'Additional information' was mentioned on three different occasions, which implies that most of the respondents were using other private books for additional information which could not be satisfactorily obtained from the government textbooks. In addition, there were two codes, namely 'No current books available' and 'To promote reading and spelling'. The former reflects the insufficiency of books in the schools noting that School 'C' did not have any English books for the pupils. The latter also goes to explain the poor standard of reading in the schools and the subsequent anxiety of teachers.

Theme 3: How well do you think you assist your pupils in acquiring competence to use English and write academic texts in English?

The coding revealed that most pupils in the first year could neither read nor write properly. One of the respondents stated that in JHS 1 they would 'Combine two, three letters to pronounce sounds.' Similarly, another respondent said pupils in JHS 1 were being taken 'through pre-reading and pre-writing stage.' It was found that reading appeared to be a concern for teachers because of the following dominant themes in the *in vivo* codes: 'Combine two, three letters to pronounce sounds'; 'Regular reading and writing activities'; 'generally so that they can read and write'; 'form groups to enhance reading and communication'; 'pre-reading and pre-writing activities'. This implies that most pupils in junior high school in the study area could not read and write meaningfully. This is confirmed by the analysis of examination scripts which revealed that only 14, being 12% of the total number of 133 candidates across all the five schools managed to score 50% and above in the mock examination. In effect, a total of 88% of the candidates could not obtain 50% of the total marks to achieve a pass, as 18 scripts, constituting 16% came from the second category of fairly good scripts with the remaining 81 scripts or 72% coming from the third category of poor scripts. Hence, the issue of the pupils' inability to read and write properly confirms why in some of the sampled scripts the candidates could not write an essay. Therefore, such candidates who could not write the essay obtained marks mainly from the objectives.

This finding negates the pre-reading skills assumption made in the syllabus that: 'The pre-requisite skills in listening, speaking, reading and writing English are assumed to have been adequately acquired at the Primary level' (Ministry of Education, Republic of Ghana, 2012a, p. iii). The finding also challenges the theory that pupils would do well in English if they are taught in their L1 or the dominant language in their area from Primary 1 to 3 (Grade 1 to 3) and then bridge into English at Primary 4 (Grade 4) level. The setting of the study is an area where the dominant language, Ewe, is not the mother tongue. Their mother tongue is *Sidemese* or *Siya*. The pupils

therefore have to learn the Ewe language which is their second language before learning English. The reading difficulty of these pupils confirms the assertion of Ansah and Agyemang (2015) that pupils from minority communities may suffer because their L1 is not scripted and not sponsored by the government for teaching in schools.

5.15 Summary of Convergence of Qualitative and Quantitative Aspects of the Study

Mixed methods is transformative when it 'uses a theoretical lens drawn from social justice or power' (Creswell, 2014, p.16) such as critical theory. In the follow-up oral interview with Respondent 1, it was established that the respondent used their own private book in addition to the government supplied literature text, the *Cockcrow* and its commentary. The respondent confirmed that neither the government commentary book nor the private book was sufficient for teaching literature. This corroborates the assertion of Respondent 3 that: '*The textbooks are of low standard. They cannot be used solely to help pupils pass their exams.'* Thus, the contents of both the literature textbook and the English textbook were not considered satisfactory by the respondent-teachers. Social constructivists believe that individuals are able to understand their own world better (Creswell, 2014; Merriam & Tisdell, 2016). Because various meanings can be given to a particular situation, so in a study such as this the research must take into account differing perspectives.

Moreover, the table on teachers' experience showed that only one respondent had specialised in the teaching of English. This was not positive because teachers, as the implementers of the curriculum, should have a good understanding of what should be taught. A teacher's qualification may have an impact on the teaching and learning process (Boney *et al*., 2015; Owolabi & Adedayo, 2012). Boney *et al.* (2015, p.148) have acknowledged that, 'a teacher's qualification, pedagogical skills, and teaching experience are very important in the teaching and learning process'. Three of

the teachers had Diploma in Basic Education with no specialisation in English nor the teaching of English. One of them did a general course, while two studied catering as their elective courses. Incidentally, it was the one who obtained a Diploma in Basic Education with a specialisation in Mathematics and Technical studies who proceeded to study for a degree in English Education. This was one of the respondent whose school did better in essay writing and comprehension. As Owolabi and Adedayo (2012) have observed, the 'professional qualification in a specified field of study' could have a positive impact (Owolabi & Adedayo, 2012, p. 75). The interest in the teaching of English was developed as a result of teaching the subject. No wonder one of them (Respondent 5) did not teach literature.

Regarding the question of how well the English textbooks interpreted the Curriculum, two of the Respondents (40%) indicated that the English textbooks interpreted the curriculum very well; two other Respondents (40%) stated that the English textbooks interpret the curriculum fairly well while one of the Respondents (20%) indicated that the English textbooks did not quite interpret the curriculum well. This implies that 20% of the respondents thought that the English textbooks did not interpret the curriculum very well. This response substantiates the finding of the qualitative analysis of the textbooks which found that the textbooks in some parts did not interpret the syllabus satisfactorily.

5.16 Conclusion

When evaluated against the background of the theory of immanent critique, the study found that the syllabus failed 'on its own terms' (Stahl, 2013, p.2). In view of the errors and inadequacies in the syllabus, the contents of the syllabus could not be considered as effectively meeting the demands of English in junior high schools in Ghana. Also, with regard to academic literacy

promotion, although the study found that all the general objectives were adequate in the syllabus some of the specific objectives were inadequate. Additionally, less emphasis appeared to be placed on Application, Analysis and Evaluation which are classified as high level thinking skills in the syllabus. Therefore, the syllabus seemed to defeat its own principle of promoting evaluation in pupils. Furthermore, though the syllabus proposes that pupils would be taught to 'recognize unstated assumptions and logical fallacies…' (Ministry of Education, Republic of Ghana, 2012a, p. ix), no notes were found in the syllabus on any of these for the benefit of the teachers or pupils. The study also revealed that literature did not appear to be suitably introduced in the syllabus and its presentation was found to be scanty. Thus, the syllabus did not seem to contain adequate evidence of academic literacy promotion.

The development of critical language awareness appeared to be absent in the textbooks. Pupils were not given the opportunity to investigate the way language was used in their community. Therefore, there was no opportunity to compare phonetics, conventions and grammar use. Also, literature was not treated satisfactorily in the textbooks. The majority of the examination scripts sampled contained poor construction, poor tense usage and punctuation errors as well as spelling errors, poor capitalisation and amalgamation. The study found that the inability of some pupils to read and write properly was a challenge to both pupils and teachers and some teachers resorted to pre-reading techniques.

CHAPTER SIX: DISCUSSION OF FINDINGS

6. Introduction

The chapter is devoted to the main findings. The usefulness of the findings is stated in relation to the theoretical framework. The discussions compare the reality revealed by the study against the background of the theories underlying the study, namely critical theory and academic literacy. The study tried to follow Merriam and Tisdell (2016) assertion that: 'in the discussion the researcher points out what the study contributes to the knowledge base of the field by showing how the study's findings extend, modify, or contradict previous work' (Merriam & Tisdell, 2016, p.92). Additionally, in this chapter, an attempt was made to place 'the findings of the study within the literature base on the topic, pointing out what new insights have been found' and 'what aspects of theory have been challenged' (Merriam & Tisdell, 2016, p.92).

This chapter tries to answer the research questions with evidence generated from the thesis. Anderson (2002) noted that, 'curriculum alignment requires a strong link between objectives and assessments' (Anderson, 2002, p.257). It was also in line with this assertion that the profile dimensions in the syllabus which underscore the objectives of the curriculum were used in evaluating the textbooks.

6.1. To What Extent Does the Curriculum with Its Supporting Documents (Syllabus, Textbooks and Examination Papers) Reflect The Development of Academic Literacy?

6.1.1 To What Extent Did the Textbooks Reflect the Promotion of Academic Literacy?

Evaluating the textbooks was considered essential because it was the textbooks that would 'provide a framework for teachers in achieving the aims and objectives of the course' and 'also serve as a guide to the teacher when conducting lessons' (Tok, 2010, p. 509). As stated earlier, the approach to this evaluation was similar to that carried out by Shah *et al.* (2014) and by Heriati (2017) who employed Bloom's taxonomy in a similar manner to the profile dimensions used in this study.

In response to the question concerning the extent to which the textbooks reflect the promotion of academic literacy the study revealed that emphasis was placed on lower order thinking skills rather than the higher order thinking skills. This result is similar to that produced by previous studies such as Heriati (2017), Shah *et al.* (2014) and Opoku-Amankwa *et al.* (2011). As noted earlier, Shah *et al.* (2014) evaluated a textbook entitled, *English for Academic Purposes,* which was recommended by the British Council and approved by the Higher Education Commission of Pakistan for use in Pakistani schools. It was a pilot project which had just been implemented in Pakistan universities. Likewise, Heriati's (2017) thesis examined the relevance of an English book for Junior High Schools in Indonesia titled, *Think Globally Act Locally*. Using Blooms Taxonomy, the study examined the alignment of the English textbook to the curriculum which was based on Blooms taxonomy and launched in 2013.

Heriati's (2017) study revealed that most of the contents of the textbook studied were below the level of analysis according to Bloom's taxonomy, and matched with low order thinking skills. Similarly, the study by Shah *et al*. (2014) revealed that higher level skills such as 'analysis, synthesis and evaluation are almost ignored as their presence in the book is 8%, 9.8% and 6%

respectively' (Shah *et al.,* 2014, p.106). Whereas this study focused on the cognitive domain, Shah *et al*. (2014) dealt with affective and psychomotor domains as well.

Also, the data from the analysis of textbooks indicate that the textbook did not seem to promote high level thinking characteristic of academic literacy. A study which was conducted in Ghana by Opoku-Amankwa *et al*. (2011) investigated three English textbooks for grades 4, 5 and 6 to ascertain the levels of 'language and literacy learning' in those books (Opoku-Amankwa *et al.,* 2011, p. 291). The study found that the emphasis in the reading comprehension exercises was placed on 'closed questions that require short, straight-forward answers and … yes/no or true/false answers' with less emphasis on those questions which required the 'pupils to be independent and critical in their responses' (Opoku-Amankwa *et al.,* 2011, p. 306). The difference between that study and the current one is that this study did not focus just on comprehension passages but on all questions in the textbooks. In JHS English Book 1 out of 668 Book questions taken from the teaching and learning activities and exercises, Knowledge, which is the lowest profile scored 469 (70.2%) (Fig.6). This was followed by the second lowest profile of Understanding, which scored 129 (19.3%) while Evaluation, considered as the highest form of thinking, rather scored 9 constituting only 1.3% of the total score.

Similarly, in the JHS English Book 2 it was observed that out of 540 questions, 292 questions constituting 54.17% were based on Knowledge, the lowest profile (Fig.7). This was again followed by Understanding which was the next lowest profile scored 132 (24.50%). Evaluation, which is the highest level of thinking, scored 4, which constituted 0.74%. Inventive thinking which had to do mainly with essay writing scored 45 which amounted to 8.35%. The case of the JHS English Book 3 was very similar. Knowledge scored 216 or 61.19% of the total score of 353 questions.

Again, this was followed by Understanding which scored 85 (24.08%). Book 3 also had few questions for Evaluation with a score of 3 which constituted 0.85% (Fig. 8).

This result appears to contradict the statement in the syllabus that since 'evaluation is the highest form of thinking' and 'the most difficult behaviour' this essential skill should be developed early in 'pupils by giving them lots of chances to do evaluation thinking while teaching the subject [[10]English]' (Ministry of Education, Republic of Ghana, 2012, p. ix).

In conclusion, the study found that the textbooks did not satisfy the anticipation in the syllabus that higher order thinking skills, particularly Evaluation would be emphasised in teaching to pupils. Also, the textbooks may not adequately fulfil their function to 'serve as a guide to the teacher when conducting lessons' (Tok, 2010, p. 509). Pupils may not therefore be taken thoroughly through their academic literacy and socialisation (Lea & Street, 2006). In addition to this finding, there were instances of inadequacies in the textbooks and the syllabus which are cited below. The inadequacy of the textbooks in terms of content was confirmed, as discussed in Chapter Five, by both qualitative and quantitative data.

6.1.2 Inadequate use of suggested topics in the syllabus for the development of reading passages

From the perspective of critical theory, if a textbook does not contain what it is supposed to contain according to the syllabus, that will sabotage the academic literacy development of the pupils. Most of the topics suggested in the syllabus for the development of comprehension passages in the textbooks were not utilised. Out of the ten suggested topics in the syllabus upon which passages

[10] Emphasis by author

were to be based for JHS 1 (Ministry of Education, Republic of Ghana, 2012a, p. xiv) only three were found in the JHS 1 English Textbook. In the case of JHS 2 only six out of nine topics used. The case of JHS 3 was not better as only four topics out of nine topics were used for comprehension passages. Hence, the objective of equipping pupils with some knowledge about their environment and future life may not be achieved.

Clearly, several important topics seemed to be abandoned. Consequently, viewed from the perspectives of critical theory and academic literacy, it may be inferred that the pupils may not be properly equipped with some ideas and knowledge which would enable them to function effectively in school to answer questions based on those topics, and also be able to utilise such knowledge after school.

Besides, the introduction of different topics for reading instead of the topics prescribed in the syllabus invariably appeared to be a reconstruction of the syllabus. The academic socialisation model (Lea & Street, 2006) aims at ensuring that pupils are sufficiently equipped to function satisfactorily after school. Moreover, the syllabus determines the blue print on how teaching and learning should be undertaken (Richards, 2013; Pinar, 2014). Hence, the syllabus is considered as a contract between the teacher and the pupils (Parkes & Harris, 2002). As emphasised by Parkes and Harris (2002, p. 55), 'either explicitly or implicitly' the purpose of the syllabus is 'to serve as a contract between the instructor and the students' stating what is to be expected during a period of learning. In one's view, the syllabus should also be considered as a contract between the book authors on the one hand and the teacher and the pupils on the other with respect to alignment of the contents with the syllabus.

Additionally, whereas the syllabus placed an emphasis on provision of an integrated approach to teaching English, in that: 'A key concept of the syllabus is the integrated approach to the teaching of skills. It must be remembered that the receptive (listening and reading) and productive (speaking and writing) skills are interrelated and hence complementary' (Ministry of Education, Republic of Ghana, 2012a, p. xiii), but the textbooks did not seem to align with this in the treatment of grammar and phonetics. Consequently, there were no transcriptions in the topics entitled, 'Focus on speaking' in the JHS 1 English textbook.

6. 1.3 Alignment of Grammar Lessons in the JHS English Textbooks with the Syllabus

The study further revealed that some grammar lessons in the textbooks did not align properly with the requirements of the syllabus. It was found that the findings here did not negate the finding of Owu-Ewie (2014) in the study of the readability of comprehension passages in junior high school English textbooks in Ghana. Rather they complement them because this current study has found that the difficulties pupils face may arise because of the inconsistencies in the arrangement of materials in a textbook with minimal consideration for scaffolding.

Owu-Ewie's (2014) study in Ghana which examined four different sets of JHS 1-3 English language textbooks, including those selected for this study, observed that most of the passages were above the age of the learners and difficult for them to read and comprehend (Owu-Ewie, 2014, p. 35). Owu-Ewie (2014) found that 'most of the passages were above the age of learners and were therefore difficult for them to read and comprehend' (Owu-Ewie, 2014, p. 35). His study had examined three sets of textbooks (Books 1, 2 and 3) from three different publishers, one set being government books while the others were private books. Owu-Ewie (2014, p.55) found some of the sentences to be 'complex, lengthy and convoluted, while others were found to be choppy

and unnatural.' This study did not examine any private textbooks and it found that the evaluated government textbooks were not too complex for the pupils and their age. However, this study observed that topics in the books were often poorly introduced and scaffolding was sometimes not applied. All the three textbooks seemed to have failed in their alignment of the correct teaching of grammar with the syllabus. The syllabus states quite categorically that:

> '… it must be borne in mind that grammar is taught to be applied in speech and in writing. Lessons must therefore feature relevant issues of grammar' (Ministry of Education, Republic of Ghana, 2012a, p. xiii).

For instance, the JHS 1 textbook, contains what it describes as *Grammar Outline* at the ending of the book to which pupils are referred to instead of adequately integrating grammar into the lessons. As a result, pupils may not be well grounded to handle grammar adequately in the next grade.

Also, some exercises in the textbooks were found to introduce pupils to more complex exercises before the simple ones. This may possibly have accounted for Owu-Ewuie's (2014) observation that the language in the books studied was complex. This is contrary to educational principles, particularly Cognitive Psychology which proposes that simple tasks must be taught before complex tasks (Van Merrienboer, Kirschner, & Kester, 2003; Belland *et al.*, 2013). This implies that 'learners start their work on relatively simple learning tasks and progress toward more complex tasks' (Van Merrienboer *et al.*, 2003, p.6). For example, Unit 13, Section 5 of the JHS 1 textbook requires an understanding of complex sentences although that concept had not yet been introduced. In effect pupils may not understand sentence structure and types of sentences properly. For instance, the study found that one of the two scripts selected from the very good scripts for analysis contained two paragraphs, each with a run-on sentence. This indicated that even the good

candidate did not fully understand sentence types. The treatment of 'Subject and Object' of simple sentences did not also seem to be well introduced.

Under Section 3 of the Chief Examiner's report for 2018 it was stated that 'Grammatical and syntactical errors obtruded in the answers of almost all the candidates and thereby significantly diminished their marks' (WAEC, 2018). A similar remark was made by the Chief Examiner in 2019 under Section 3: 'Grammatical/ syntactical errors marred the quality of the answers of almost all the candidates, thereby significantly diminishing their marks.' Syntax therefore appears to be a challenge to JHS pupils and the textbooks seem not to have helped sufficiently. Syntax refers to the manner in which words, whether with the right inflections or not arranged to indicate the relationships of meaning within a sentence (Van Valin, 2001). Thus, basically, 'syntax deals with how sentences are constructed' (Van Valin, 2001, p. 1).

In treating the importance of functional grammar in EFL teaching Feng (2013) has underscored 'the positive role functional grammar plays in school contexts' (Feng, 2013, p.86) and the need for pupils to 'know how to use language in different situations' and that to 'achieve academic success in school, they must be familiar with school-based texts' (Feng, 2013, p. 92). This, by extension, implies that school-based texts must be well-written. Moreover, Fiktorius (2019) has underscored the fact that, 'the general sentence pattern of "subject + verb + object" is a foundation in English language'; therefore, 'in the EFL classroom, explaining to students that some verbs are transitive and some are intransitive should be an important initial step' (Fiktorius, 2019, p.67).

Van Merrienboer *et al*. (2003, p.5) in their study based on cognitive load theory (CLT), have also emphasised that learners may 'have difficulty in their learning' when 'they are overwhelmed by

the task complexity'. Therefore, it is better when 'learners start their work on relatively simple learning tasks and progress toward more complex tasks' (Van Merrienboer et al., 2003, p.6).

The study also found that the lessons on grammar in the JHS 2 textbook were sometimes too brief. The Oxford University Press (1994) explains, with illustrations, that 'a noun phrase can be a subject, an object, a complement, or an adverbial' and that 'it can also be the object of a preposition' (p. 179). Therefore, in stating the functions of the noun phrase in the English textbook it could also have been added that the noun phrase could serve as complement in a sentence; this was missing in the pupils' English textbook 2. This may not be difficult for pupils because in their normal discussions they may already be saying things like: 'My friend is the boy behind the desk', whereby the underlined noun phrase is a complement to the verb '**is'.**

Also, both the syllabus and the textbooks did not seem to treat the subject of a sentence adequately. For instance, the following is cited in the syllabus as an example of how 'A plural subject goes with a plural verb':

> 'My friends visit me on Sundays (Plural)' (Ministry of Education, Republic of Ghana, 2012 b, p. 17).

The underlined word, **'friends' is** identified as the subject whereas it is the headword of the noun phrase, **'My friends**' which is the subject of the sentence. This should have been explained in the syllabus so that the textbook writers would take note of it and it would also help teachers who do not have a firm foundation in English. Yet, the syllabus does not mention what a headword is and neither does it explain the types of modifiers, namely pre-modifiers and post modifiers.

Opoku-Amankwa, Brew-Hammond and Mahama (2015) have examined the publication of textbooks for pre-tertiary education in Ghana and have commended the support of DFID and, the

support given by the World Bank to African countries. According to them, 'the World Bank has played a seminal role over the last four decades to help African countries establish effective educational books provision systems' (Opoku-Amankwa *et al.,* 2015, p. 4). While efforts have been made to mitigate the shortage of books in Ghanaian schools, for example, not enough attention was placed on the contents of the books and the syllabus as is revealed by this study.

Also, the syllabus did not appear to give enough explanation about **determiners** and **modifiers.** The syllabus did not explain that the article 'the' is a determiner as well as a modifier. Besides, the syllabus did not state that 'big' is an adjective and a modifier. The syllabus could have explained that, 'all the words which precede the noun ([11]*headword)* are called modifiers' (Wiredu, 1998, p. 81). Moreover, the definite article, **'the'** has been identified as one of the pre-modifiers in a noun phrase (Wiredu, 1998; Biber, Conrad & Leech, 2002; Quirk & Greenbaum, 1973/2000). With regard to the difference between determiners and modifiers, Dowing and Lock (2006) explain that regarding nominal groups, a distinction is made between modifiers and determiners. According to them, modifiers describe the head while determiners 'specify it in terms of definiteness, quantity, possessiveness, etc.' (Dowing & Lock, 2006, p. 18).

Determiners in English 'express definiteness, number, proximity, and distance' (Lobeck & Denham, 2014, pp. 42). Similarly, Troyka (2002) explains that determiners are sometimes called 'limiting adjectives' and they specify if a noun is 'general (a tree) or specific (the tree)' as well as 'which one (this tree), how many (twelve trees), whose (our tree), and similar information' (Troyka, 2002, p. 160). The article 'the' is among the several examples cited by Wiredu (1998) as

[11] Emphasis added

determiners: 'the, your, some, each…. etc.' (p.98). Similarly, Biber *et al.* (2002, p.67) have asserted that 'the most common determiners are the **articles** *the* and *a/an,* which signal definite and indefinite meaning.' Yet, the syllabus does not seem to explain what **a determiner** is nor what **a modifier** is. If such explanations as the foregoing were given in the syllabus it would have been helpful to the English teachers, especially the less experienced ones.

The following sentence in the syllabus is used to illustrate the components of a noun phrase:

The big table (The = article; big = modifier; table = noun)

(Ministry of Education, Republic of Ghana, 2012 b, p. 77).

Since the syllabus and the textbooks are supposed to lay the foundation for learning English and other subjects at higher levels **(**Ministry of Education, Republic of Ghana, 2012 a, p. ii), the grammatical names and functions of the elements in the noun phrase above could have been indicated as follows: The = article/ determiner; big = adjective/modifier; table = noun/ headword. Moreover, the syllabus did not mention that the noun is the headword nor that 'big' is an adjective and a modifier. The reference to the word 'big' in the syllabus as a modifier is correct because as mentioned above, 'all the words which precede the noun ([12]*headword)* are called modifiers' (Wiredu, 1998, p. 81). Thus, the syllabus could have explained that 'big' is an adjective as well as a modifier, and that the article 'the' is a determiner and a modifier.

Clearly, there are gaps in the information provided by the syllabus on the elements in the noun phrase. This illustration in the syllabus could have been better provided as presented in the table below.

[12] Emphasis added

Table 22: Elements in a noun phrase

Noun Phrase: The big table		
Element	**Grammatical name**	**Grammatical function**
The	Article	Determiner
big	Adjective	Modifier
table	Noun	Headword

(Source: Author)

This topic, noun phrases, according to the syllabus, is supposed to be taught in the third year but the textbook for the third year contains nothing about the noun phrase. It is rather in the textbook for the second year that a section is devoted to noun phrases.

The textbook says that: 'Any phrase that does the work a noun does in a sentences is a noun phrase' (Boateng & Hylton-Lartey, 2013, p.74). This definition is acceptable because a noun phrase may be defined as a group of related words that performs the functions of a noun. The textbook further states that, 'Nouns function as subjects and objects in sentences' and so 'noun phrases do the same' (Boateng & Hylton-Lartey, 2013, p.74). This explanation appears to be inadequate because though noun phrases function as subjects and objects they may also function as complements. The study observed that neither the syllabus nor the textbooks mentioned the function of a noun phrase as complement.

The textbook also mentions that, 'Usually, the noun phrase begins with an article (a, an, or the) or a determiner (some, his this, one, each, both, etc.) (Boateng & Hylton-Lartey, 2013, p.74). In one's view, the textbook could have stated that a noun phrase begins with a determiner which could be

an article (a, an, or the) or other types of determiners. This would have given the opportunity to introduce pupils to various types of determiners as presented below.

Determiners are placed in three groups depending on their position in a noun group:

i. Central determiners: the articles, the demonstratives, the possessives, including the 's possessive, the quantifiers each, every, either, neither, some, any, enough, no.

ii. Pre-determiners: all, both, half and once, twice, double, three times, such, what.

iii. Post- determiners: the ordinal numerals (first, second, etc.) and the semi determinatives (determinants) – same, other, former, latter, last, next, certain, own.

(Dowing & Lock, 2006, p. 404).

These inadequacies in the syllabus and the textbooks may hamper academic literacy promotion in the pupils as far as this aspect of grammar is concerned. These inadequacies seem to defeat the principle or theory that textbooks 'serve as a guide to the teacher when conducting lessons' (Tok, 2010, p. 509) and a syllabus is a guide or 'a plan of what is to be achieved through teaching and learning' and 'identifies content selected to be appropriate to overall aims' (Breen, 2001, p.151). Hence, in the opinion of this study, these principles need to be qualified by stating that a good syllabus serves as a guide to the teacher in the conduct of lessons. Similarly, it should be said that a well-developed syllabus serves a plan or guide to the teacher in the teaching and learning process.

6.1.4 The Presentation of Literature

The study identified that there was inadequate treatment of literature in the textbooks. The introduction of literature in the JHS English Book 1 was not satisfactory. For example, the first encounter with an element of literature was found in the exercise at Unit 2.2 (d) where the last question required pupils to give the meaning of 'God be my Anchor' (Cobb *et al*., 2013, page19). This should have led to the discussion of literature in the next unit but the 'Focus on literature' was rather placed later in Unit 2. 6.

Also, there appears to be insufficient introduction to lyrical poems in the textbook. This is the first lesson on literature for JHS one pupils who were not introduced to poetry in the primary school. According to *Chambers 21st Century Dictionary* the word 'lyric' entered English vocabulary in the 16th century from Greek. The word refers to a short poem or song which usually expresses a particular emotion and written in the first, person. The word is associated with the *lyre*, a musical instrument of Greek origin which was played to accompany songs and poetry. This type of introduction could have ushered the pupils into the world of lyrical poetry.

The textbook explains that, 'lyric poems are one of many different kinds of English poetry' (Cobb *et al.,* 2013, p. 22) but it could also have been added that though lyrical poems are associated with English poetry, they could be written by poets of other nationalities. Consequently, Ghanaians and, indeed, African poets can write lyrical poetry. The textbook appropriately states that lyric poems 'are usually fairly short' and express 'very strong personal feelings' (Cobb *et al.,* 2013, p. 22). This is in line with the definitions of some scholars. Some authors have defined the lyric as 'a

poem that primarily expresses emotion' (McMahan, Day & Funk, 1989, p. 1093). Another source defines lyric poems as 'subjective poems, often brief that express the feelings and thoughts of a single speaker (who may or may not represent the poet)' and it 'is typically characterised by brevity, melody, and emotional intensity' (Di Yanni, 2002, p.684).

Appropriate literary devices must be learnt by pupils because these are the tools with which they can appreciate literature effectively. Though the two expressions, 'the poet' and 'persona' (Cobb *et al.,* 2013, p. 42) are semantically related, in my opinion, the expressions, 'persona' but not 'poet' should have been used in the questions. This would have drawn pupils' attention to the difference between them. Literature was first written as part of the English language paper in 2017. The Chief Examiner's report for that year stated that the performance in literature was not encouraging. The major problem seemed to be in the identification of literary devices. Therefore, the report advised that teachers should make some effort 'to uncover literary devices used in the text to enhance the students' interest in the texts' (WAEC, 2017, Detailed Comments). The same challenge of the inability to identify literary devices was reported in 2018 and 2019. The Chief Examiner's report for 2018 stated that 'Questions on figures of speech also posed great difficulty to many of the candidates' (WAEC, 2018, Part C: Literature). A similar report was given in 2019: 'Questions on figures of speech posed great difficulty to most of the candidates' (WAEC, 2019, Detailed Comments). It is therefore helpful to pupils when appropriate literary devices and terminologies are used in the textbooks to enrich their understanding and appreciation of literature.

Arias (2013) has stressed that 'not only is it critical that teachers become proficient in the registers of their content area, they must also be able to convey this language awareness to their students' (Arias, 2013, p. xi). Research has proved that the acquisition of vocabulary is a necessary

foundation for competence in the use of language (Harrington, 2013; Cater 2001). Hence, the acquisition of appropriate literary terms may be the foundation for literary language and appreciation. Another instance of inappropriate literary expression was 'words in the bracket' instead of 'stage direction' (Cobb et al. 2013, p. 42). These are only some examples of inappropriate diction identified.

As a strategy for scaffolding, the authors could use simple terminologies in the English textbooks for lower primary school (classes 1 -3) where pupils are being introduced gradually to the learning of English. In that case the use of '**name**' instead of '**title**' and other such simple terminologies could be useful. Then from the upper primary (Classes 4-6) through to junior high school the appropriate terminologies must be used. This would help to lay the desired foundation for senior high school.

Other challenges in the presentation of literature were found in JHS English Book 2. Although the JHS English Book 2 devoted an entire section to the treatment of metaphors which filled a gap in the syllabus, there were grammatical errors which reflected poor editing of the textbook.
In Book 2, Unit 21, Section F, the second paragraph contained grammatical errors which bothered on pronoun–antecedent concord and omission of a conjunction:

> "…when Fauzia looks at the absolute comfort in Kofi's house remarks: '*His house is a paradise',* that person is using a metaphor" (Boateng & Hylton- Lartey, 2013, p.173).

Based on the grammatical principle of pronoun–antecedent concord, the noun phrase, '**that person',** should have been '**she'**. The principle is that pronouns must agree with their antecedents in person (Fordham University Writing Centres, n.d.). Therefore, 'she' is the appropriate pronoun

for the antecedent, 'Fauzia'. The noun phrase, 'that person' would have been appropriate if the referent of the noun phrase were an indefinite pronoun such as 'someone'. In that case, the sentence would have read:

> "…when someone looks at the absolute comfort in Kofi's house and that person remarks: '*His house is a paradise',* that person is using a metaphor."

The first clause: "…when Fauzia looks at the absolute comfort in Kofi's house ⅄ ⅄ remarks,' lacks a pronoun for the antecedent, 'Fauzia'. Therefore, there seems to be the omission of the pronoun **'she'** before the word **'remarks'**. It also lacks the conjunction 'and' which would link the first clause to the pronoun of the antecedent. The absence of the conjunction (and) and the pronoun (she) is indicated by the two omission signs which are underlined (⅄ ⅄).

The sentence should therefore have read:

> "…when Fauzia looks at the absolute comfort in Kofi's house and she remarks: '*His house is a paradise',* she is using a metaphor."

The extent of a pupils' knowledge of vocabulary and for that matter, literary devices will enable the pupil 'to read with less effort' (Roche & Harrington, 2013, p. 3). This implies that the acquisition of relevant literary terms and knowledge of devices may facilitate the reading and appreciation of literature. Therefore, the appropriate literary expressions must be used in the textbooks.

In terms of critical theory, where the curriculum does not present accurate information, it may be considered as oppressive as it inhibits pupils from obtaining the desired academic literacy. Freire (1993) discussed the oppressive nature of some curricula in his seminal work, *Pedagogy of the*

Oppressed, indicating that this was teaching that did not liberate but rather limited learners; they are then exploited because they cannot fight for their rights. This study attempted to analyse and bring these shortcomings to the fore through utilisation of critical theory which is also considered as a means of understanding domination and exploitation (Fuchs, 2015; Harney, 2017). In a disadvantaged community such as the site for this study, if the contents of the textbooks contain errors and the teacher is not able to correct them, the pupils will be lacking in the acquisition of their academic literacy, which is oppression.

This study further established that although the JHS English Book 3 did not satisfactorily deal with literature it filled a gap in the syllabus. Personification and irony were not mentioned in the syllabus and the JHS 2 and JHS 3 textbooks seem to fill this gap. For instance, metaphor is treated in the JHS 2 textbook (Boateng & Hylton –Lartey, 2013, p. 173) while theme, personification, irony and simile are treated in the JHS 3 textbook (Boateng, 2013, pp. 25, 47, 75 & 124).

6.1.5 Alignment of the Textbooks to Essay Writing in the Syllabus

The study also found that though exercises were given on essay writing, the concept of writing essays of acceptable length necessary to train them for their final examination was inadequate in the exercises. For example, in Unit 2.5(b) of Book 1, pupils were asked to write a guided short essay which should have a title, an introduction, and a body of two paragraphs as well as a conclusion (Cobb *et al.*, 2013, p.22). This guided essay did not give an instruction which would reflect the length of a potential essay required at the BECE.

Similarly, in Unit 4.3(a) of Book 1 pupils were required to complete a chart ‘for as many people as you can’ based on the Chinese calendar and write their ‘own short description of the person’

(Cobb *et al.*, 2013, pp. 31). Again, in terms of academic literacy, the short descriptions were not suitable training to enable pupils to acquire skills in writing full length essays. In 2013 and 2014 the Chief Examiner's report on English at the BECE stated that: 'Some of the candidates' essays fell short of the required length due to inability to develop points fully' (WAEC, 2013, p.2; WAEC, 2014, p.2). Through implicit learning, pupils become accustomed to writing short essays. Ayliff (2011) argues that even though explicit learning promotes L2 learning that 'does not rule out the possibility that there cannot also be implicit learning of certain features of the L2 that happens without awareness in much the same way that L1 acquisition takes place' (p.409). Hence, the pupils may indirectly acquire what they experience unconsciously and become acclimated with writing short essays.

The JHS English Book 3 properly aligns with the syllabus in the treatment of the compilation of a Programme or Agenda, which is a functional literacy topic in the syllabus. This is well laid out in the syllabus with an example of an agenda (Ministry of Education, Republic of Ghana, 2012 b, p.89) and the textbook seemed to fulfil the syllabus requirements.

6.1.6 Inadequate Alignment of Pronunciation lessons in the Textbooks with the syllabus

In the JHS English Book 1, except for three excerpts from the dictionary (Cobb *et al*. 2013, pp. 157 & 180), no transcriptions of speech sounds were found throughout the whole textbook. Transcriptions of words must be done to enable the teachers to assist the pupils in the learning of appropriate pronunciation as this assists the slower ones to read. Richards (2013, p.29) notes that the forward design curriculum is considered a better option 'where teachers may have limited language proficiency and limited opportunities for professional development'. Generally, in the three textbooks no phonetic transcriptions or sounds to be compared were attached to the words to

be pronounced in a passage. The syllabus specified the need to 'Use other local tongue twisters' (Ministry of Education, Republic of Ghana, 2012b, p. 37) but this was not found in the textbooks. The study found that the topic, 'conversation practice' was treated in the textbook as dialogues contrary to what the syllabus prescribed. The study revealed that 'conversation practice' which the framers of the syllabus seem to have contemplated was about functional literacy; not contractions as treated in the textbook. In that regard, the JHS English textbook 3 did not seem to align properly with the syllabus in its treatment of conversation practice.

In a similar study, Al-faki (2015) explored the views of Sudanese English language teachers about the 'suitability and appropriateness of Spine Book One for the pupils of the Basic Level Schools in North Sudan' (Al-faki, 2015, p.51). The problem was that 'English language teachers in North Sudan often complained about the Spine Series' being taught in the schools (Al-faki, 2015, p.51). The study found that less emphasis was given to listening and speaking, so that listening and speaking skills were given 'the least practised skills in the book' (Al-faki,2015, p. 62). Consequently, it was stated that 'the textbook does not help learners communicate in English because the communicative ability needs many tasks and activities in order to be developed' (Al-faki, 2015, p. 63). That study appeared to focus on the number of activities without focusing on whether the available exercises were properly presented.

In this current study, the specific objectives of the topic on 'Conversation' in the syllabus for the final year, Section 1 Unit 4 requires, among others, that the pupil will be able serve as chairman in a meeting, debate, give speeches and as secretary in a meeting (Ministry of Education, Republic of Ghana, 2012 b, pp. 71- 72). The JHS 3 textbook rather treated the introduction of a chairman

as a separate topic instead of being treated as part of conversation which defeats the integrated approach proposed in the syllabus.

6.2 Promotion of Vocabulary Development in the Syllabus and Textbooks

The syllabus did not seem to focus on vocabulary development. However, literacy, among others, entails the ability to command a considerable scope of vocabulary that can be applied in situations that are commensurate with one's level of education. This has been underscored by scholars (Quellette, 2006; Sedita, 2005; Carter, 2001). Besides, 'the role of vocabulary depth in reading comprehension suggests that comprehension may benefit from teaching focused on depth of word knowledge and semantic organization' (Quellette, 2006, p. 564). Hence, the focus on vocabulary development is one important addition in the textbooks (JHS 1-3) which had not received attention in the syllabus.

The vocabulary development exercises in Book 1 were based mainly on dictionary excerpts. In Book 1 five units contain vocabulary work based on extracts from the dictionary. For instance, pupils are asked to 'find the definitions that match the meaning of lands in each of these sentences' (Cobb *et al.*, 2013, p. 53) or, as in another exercise, to 'find the meaning of the verbs *raise* and *run*, as they are used in the newspaper report' (Cobb *et al.*, 2013, p.157).

In Book 2, six sections were found to contain six exercises on vocabulary development. All these sections were specifically titled, 'vocabulary work'. There were four cloze tests on the following topics: A football match; The 'Nnoboa' Concept; At the saloon; 'The Hawk and Hen'. The purpose was to help pupils to develop their vocabulary or appropriate register in those areas. The remaining two exercises were on synonyms and antonyms.

In Book 3, 10 units were found to contain sections on vocabulary building. Book 3 contained only two cloze tests while the remaining eight (8) vocabulary exercises consisted of sentences with omitted gaps to be filled with appropriate synonyms or the word which best completes a sentence. These various exercises in the textbooks may help to fill the gap in the syllabus.

6.3 The Textbooks Situation in the Schools

Several scholars have underscored the importance of textbooks in the learning of English as an L2 (Behnke, 2018; Tok, 2010; Miekley, 2005; Stern & Roseman, 2004). For instance, Tok (2010) has observed that textbooks 'provide a framework for teachers in achieving the aims and objectives of the course' and 'also serve as a guide to the teacher when conducting lessons' (Tok, 2010, p. 509). The limited copies of the literature textbook in the schools must also have contributed to the overall poor performance in literature in the mock examination with most of the candidates scoring zero.

In School 'A' with a compliment of 48 pupils there were only 12 copies of the literature text and 1 commentary book. In School 'B' with 49 pupils there were 20 copies but no commentary book was available, not even a copy for use by the teacher as a reference book. Some of the teachers had to supplement these shortages by using their own private books. If the textbooks were available and literature had been treated adequately in them, they could have helped teachers who were less experienced. Richards (2020) notes that textbooks 'serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom' (p.1). Additionally, Richards (2020) notes that 'If teachers have limited teaching experience, a textbook together with the Teacher's manual can serve as a medium of initial teacher training' (Richards, 2020, p.2).

Secondly, the non-availability of the textbooks also had a negative impact on the performance of the schools. For instance, in School 'B' there was no literature commentary book.

As Stern and Roseman (2004, p. 539) observed, 'Poor curriculum materials can deprive both students and teachers of ways that allow them to understand and implement effective teaching practices'. Similarly, Wuttisrisiriporn and Usaha (2019) have highlighted the relevance of a textbook in language teaching as it 'helps language teachers and learners to achieve particular teaching and learning outcomes' (p.46). Therefore, the scarcity of the literature and the English textbooks was a considerable handicap to both teachers and pupils.

6.4 Evidence of the Promotion of Academic Literacy in the Syllabus (As the Teaching Plan and Component of the Curriculum)

A framework based on the profile dimensions in the syllabus was used for the analysis of the syllabus itself. The analysis of the syllabus was based on the theory of 'immanent critique…which derives the standards it employs from the object criticized' (Stahl, 2013, p.2). In this case, the object under evaluation was the syllabus; therefore, in using the general objectives and specific objectives in the syllabus as well as the profile dimensions it was possible to establish that the syllabus was either successful or 'fails also on its own terms' (Stahl, 2013, p.2). This implies that the syllabus was measured by its own standards.

The study found through the coding and analysis that it was the lower order thinking skills, particularly understanding, that dominated the syllabus rather than higher order thinking skills such as application and evaluation. In their studies involving the evaluation of textbooks, Heriati (2017) and Shah *et al*. (2014) reported that emphasis was rather placed on lower order thinking

skills than higher order thinking skills. Shah *et al.* (2014) evaluated a textbook entitled, *English for Academic Purposes,* which was recommended by the British Council and approved by the Higher Education Commission of Pakistan for use in Pakistani schools. Heriati's (2017) also examined the relevance of an English book titled, *'Think Globally Act Locally'* for Junior High Schools in Indonesia. Both studies used Bloom's Taxonomy to examine the alignment of the English textbook to the curriculum. Shah *et al.* (2014) indicated that 'analysis, synthesis and evaluation' were almost overlooked in the textbook that was examined (Shah *et al.,* 2014, p. 106). In the same vein, Heriati (2017) said most of the materials in the textbook fell below the level of analysis. Both studies did not evaluate the syllabus itself as was undertaken in this study.

The trend in the JHS English syllabus is contrary to what the syllabus itself states regarding the profile dimensions. Additionally, as the discussion below will indicate, in the syllabus itself, evaluation and the other higher order thinking skills appeared to receive less attention than understanding which is a lower thinking skill. For instance, nowhere in the syllabus was it explained how inferences and unstated assumptions must be taught. Besides, none of the textbooks contained anything on logic and critical thinking.

Gonzalez (2010) evaluated a communicative syllabus for an EFL programme in a private Mexican university. The study did not focus on the adequacy of the contents as in this current study. Gonzalez (2010) observed that the objective of each unit was not stated while the general objective of the course was too broad. In contrast this study found that the general objectives across the whole syllabus (JHS 1 – JHS 3) were adequate whereas specific objectives were either adequate or inadequate. This implies that not enough focus was placed on objectives which guided the content of the syllabus.

Similar to that which had been found in the textbook and as reported by Heriati (2017) and Shah *et al*. (2014), the study showed that other than essay writing, teaching and learning activities in the syllabus focused more on Understanding, a basic profile. Less emphasis appeared to be placed on Application, Analysis and Evaluation which were classified under 'application of knowledge' and considered as high level thinking skills (Ministry of Education, Republic of Ghana, 2012a, p. ix). Whereas Understanding was spread over almost all sections, Inventive Thinking was concentrated in Section 4 which focused on essay writing. These findings have negative implications for critical theory and academic literacy as pupils may not be equipped adequately with evaluation and critical thinking skills.

The majority of the reviewed studies focused on textbook evaluation through the use of checklists and syllabuses were not evaluated as in this study. The evaluation of a syllabus therefore does not seem to receive much attention. According to Sarem, Hamidi and Mahmoudie (2013, p. 379) evaluating with a 'checklist can lead to a more systematic and thorough examination of potential textbooks for EFL and ESP courses'. On the contrary, this study demonstrates that using a checklist per se may not reveal any inherent challenges or shortcomings in the syllabus. The result in the JHS 2 syllabus is similar to the case of JHS 1 where Understanding had the highest score and followed by Inventive Thinking and Application. Again, as in the JHS 1 and 2 syllabuses, a similar trend was observed in the JHS 3 syllabus where Inventive Thinking, Application, Knowledge, and Evaluation followed each other in a descending order.

Overall, the study showed that Evaluation, which the syllabus considers as the highest level of thinking (Ministry of Education, Republic of Ghana, 2012a, p. ix), did not appear to feature much

in the teaching and learning activities. Only the following four expressions which signal evaluation were found in the teaching and learning activities as well as formative evaluation in the syllabus: compare, contrast, support, and judge. The remaining signals of evaluation — appraise, criticise, justify, discuss, and conclude — which were outlined in the profile dimension of evaluation (Ministry of Education, Republic of Ghana, 2012a, p. ix) were not found in the syllabus. The syllabus, therefore, seems to defeat its own principle of promoting evaluation in pupils. Evaluation is the highest form of thinking and the most difficult behaviour (Ministry of Education, Republic of Ghana, 2012a, p. ix) which implies that pupils would need a higher level of cognitive development to be able to apply that form of thinking.

As noted above, previous studies did not appear to focus on syllabus evaluation as was undertaken in this study. Studies conducted in Ghana on the performance of pupils in English and general performance at the basic educational level which were reviewed (Yeboah, 2014; Owu-Ewie & Eshun, 2015; Owu-Ewie, 2014; Oppong-Sekyere, D. Oppong-Sekyere, F., & Akpalu, 2013; Opoku-Amankwa, Brew-Hammond, Mahama, 2012; Opoku-Amankwa, Brew-Hammond & Kofigah, 2011; Abdallah, Fuseini, Abdu & Nuhu, 2014) did not focus on syllabus evaluation. Likewise studies in other jurisdictions which were reviewed such as Gamedze (2015), Hamidi and Alizadeh (2015), Heriati (2017), Motselisi (2016), Sa'ad and Usman (2014) and Shah *et al.* (2014) also did not focus on syllabus evaluation.

The syllabus did not also appear to treat Literature adequately. Thus, the poor treatment of literature was not solely limited to the textbooks. Also, several grammatical errors and omissions were found in the syllabus. The syllabus is supposed to be a model outline for teaching and learning; therefore, proper editing must be done to avoid spelling errors and the use of

inappropriate words in certain contexts, for instance the use of ‘verses’ instead of ‘versus’ (Ministry of Education, Republic of Ghana, 2012a, p. 63).

6.5 How the Exit/Mock Examination Paper Was Aligned with the Curriculum Objectives

As noted above, although several studies have been conducted in Ghana with respect to the poor performance of pupils at the basic level, they did not examine any past questions of the Basic Education Examination set by the West African Examinations Council. For instance, Bonsu (2016) acknowledged that ‘results from the Basic Education Certificate Examinations (BECE) are the yardstick for the measurement of quality education at the basic level by many parents in Ghana’ (Bonsu, 2016, p. 22), yet the study did not examine any past questions to ascertain whether that ‘yardstick for the measurement of quality education’ was straight enough. That is to say, whether by any standards the questions were deemed satisfactory. On the contrary, this current study used the profile dimensions in the syllabus (Knowledge, Understanding, Application, Analysis, Inventive Thinking, and Evaluation) to evaluate the examination questions. The questions were found to align with the profile dimensions in the syllabus and also largely with Kern’s (2012) scheme of academic genre. This study found that the literature questions aligned properly with the previous questions set by the West African Examinations Council. Therefore, the standard of the questions was acceptable but the curriculum (the syllabus and textbooks) appeared to be deficient as they did not seem to present literature adequately. The mock examination questions were also found to align properly with previous Basic Education Certificate Examination questions which were set on English by the West African Examinations Council.

Though the question paper was found to compare favourably with previous questions set by the West African Examinations Council, one would have thought that there would be an evaluation question. This is because the English syllabus indicates that 'evaluation is the highest form of thinking' and pupils should be given 'lots of chances to do evaluative thinking' (Ministry of Education, Republic of Ghana, 2012a, p. ix).

Essay Question 1 required article writing and the ability to combine this with the 'stylistic features of this expository type of writing to produce a readable composition' (WAEC, 2014, p.3). This question aligned properly with the syllabus because it is a topic in the JHS 2 syllabus, Section 4, Unit 6 which is titled, 'Articles for publication'. Its specific objective was that pupils 'will be able to write articles for publication in class / school magazines and newspapers' (Ministry of Education, Republic of Ghana, 2012b, p. 59).

Essay Question 2, stated: 'Write a letter to your brother [13]who is [sic] studying abroad for four years now, telling him at least three things that have happened in the family since he left.' When evaluated with Kern's (2012) modified framework it was realised that it combined two genres, namely narrative and information report writing. This question was similar to Question 1 of the BECE English paper which was set by the West African Examinations Council in 2013. Additionally, the question aligned properly with the topic in the syllabus titled, 'Writing Friendly Letters' in Section 4, Unit 7 of the JHS 1 syllabus. The specific objectives in the syllabus were that pupils 'will be able to write a letter to a friend' and 'write appropriate replies to friendly letters' (Ministry of Education, Republic of Ghana, 2012b, pp. 27-28).

[13] Who has been studying

Danquah (2017) in his study which focused on English curriculum supervision acknowledges that essay writing is one of the academic skills focused on in Ghana in the study of English. Other researchers who dealt with poor performance of pupils (Ansah & Agyemang, 2015; Opoku-Asare & Siaw, 2015; Abdallah *et al.,* 2014; Owu-Ewuie, 2014; Oppong-Sekyere *et al.,* 2013; Opoku-Amankwa *et al.,* 2012) did not seem to focus on the evaluation of the pupils' examination questions. There seems to be no study, particularly in Ghana, that has tried to examine how the examination questions align with the syllabus or any other standard of measure as in this study. Essay Question 3, of the Mock examination required candidates to **'**write a short story ending with the saying: "Indeed, it was a blessing in disguise." This question was similar to Question 2 of the 2012 BECE English paper: 'Write a story which ends with the sentence: We arrived just in time to save the situation' (WAEC, 2012, p. 3). When evaluated, this question was classified under the genre of Recount/ Narrate. In addition, the question aligned properly with Section 4, Unit 4 of the JHS 1 syllabus which had the title, 'Narrative' and specifically the section which is titled, 'Reproducing stories' (Ministry of Education, Republic of Ghana, 2012b, p. 26). The specific objective in the syllabus was that pupils 'will be able to reproduce stories in writing' (Ministry of Education, Republic of Ghana, 2012 b, p. 26), which was reflected in the mock question.

Again, a table of profile dimensions was used to analyse the comprehension questions. Out of the six comprehension questions, there were 2 Knowledge based questions while 4 questions were based on the profile of Understanding. There was no question that catered for higher order thinking skills, namely application, analysis and evaluation. Inventive thinking could not be part of these questions as that required composition.

Analysis of Part Three: Literature was also carried out with a chart of profile dimensions and all the questions were based on the prescribed literature text, *The Cockcrow*. Lohgheswary, Nopiah and Zakaria (2016) have indicated that, 'Tests, assignments, and final examinations are the common instruments to assess students' performance' and 'the construction of these instruments must take into account the Course Outcome (CO), Programme Outcome (PO) and the level of Bloom's Taxonomy' (Lohgheswary *et al.,* 2016, p. 31-32). It was in a similar vein that that the literature questions were analysed. The analysis showed that three questions (30%) were based on application profile which is classified as a higher order thinking skill in the syllabus (Ministry of Education, Republic of Ghana, 2012a, p. ix) while seven questions (70%) required basic knowledge and understanding. There was no literature question which required analysis, inventive thinking or evaluation. This situation was similar to the results of the analysis of the textbooks where most of the questions were based on knowledge and understanding.

Again, as Wuttisrisiriporn and Usaha (2019) have observed, 'In language teaching and learning, a textbook is one of the key resources/materials that helps language teachers and learners to achieve particular teaching and learning outcomes' (Wuttisrisiriporn & Usaha, 2019, p.46). Meanwhile the availability of books in the schools was inadequate and the teachers complained about the lack of materials on literature. Moreover, literature appeared not to be well-treated in the textbooks and the syllabus, which supports Behnke's (2018) assertion that 'textbooks affect learning and teaching in many different ways' (p.383). Therefore, a textbook that is well-written 'provides a systemic structure for teaching and learning, and every lesson is carefully designed in a harmonious organization throughout the textbook' (Wuttisrisiriporn & Usaha, 2019, p.46).

6.6 To What Extent Pupils Were Able to Apply Their Knowledge from the Curriculum (Syllabus and Textbooks) in answering their English Examination Questions that Focused on Higher Cognitive Levels as they Appear in the Curriculum.

The study sought to ascertain the extent to which pupils could demonstrate academic literacy in their examination scripts. The sampled scripts were analysed with the lens of critical theory. Essay writing has been identified in the Chief Examiner's reports as one of the challenging aspects of English for most junior high school pupils. Reporting on the weaknesses of candidates, the Chief Examiner's reports (WAEC 2011, p.1) stated that, 'essays of weak candidates reflected faulty paragraphing, misuse of punctuation marks and wrong amalgamation/separation of words among others.' In 2015 the Chief Examiner's report said, 'Except for a few scripts which showed brilliance in expression, the performance of the majority of candidates fell below expectation' (WAEC, 2015, p.1). In a study by Yeboah (2014), which investigated the sources of errors in the writing of senior high school students, the researcher concluded that the problems identified, among others, in the sampled essays of the students 'may not be peculiar to them; therefore, there is the need for improvement in the teaching of grammar at all levels' of Ghana's 'educational structure' (Yeboah, 2014, p.63). This observation highlights the relevance of this current study that has revealed part of the root of the problem, namely the inadequacy of the curriculum. The Chief Examiner's report (WAEC 2015, p.1) stated that 'Tense usage was particularly chaotic as well as punctuation and spelling' and that 'most candidates simply lacked the ability to construct simple readable sentences.' This study has revealed, as discussed above, that both the syllabus and the government textbooks at junior high school level did not seem to present grammar systematically and thoroughly which may have had a ripple effect on the educational system.

Performance in a particular school may, however, be dependent on the location of that school (Yeboah, 2014; Dadzie & Bosiwah, 2015). Performance may thus be better in urban (Dadzie & Bosiwah, 2015; WAEC, 2011) or private schools where resources are better and they may not even use the government textbooks.

In order to focus on the higher order thinking skills, the sampled essays for this study were evaluated. First, scripts from all the five schools were put together and sample scripts were selected according to the proposed methodology. When this analysis was done it presented a general result of analysis for the selected schools (Cross-case analysis). The study found that only 14 candidates, representing 12% of the total number of 133 candidates from all the five schools were able to achieve 50% and above. The study found that the dominant error was poor construction followed by errors in punctuation. On the contrary, Dadzie and Bosiwah (2015) observed in their study that spelling errors were the most dominant. The second script contained two paragraphs which were run-on sentences. This was evidence of poor construction because the candidate did not have a good understanding of sentence types.

An argument has been made in the analysis of the syllabus (Ministry of Education, Republic of Ghana, 2012b, p.14) that the simple sentence did not seem to be properly introduced. Although compound sentences were satisfactorily treated in the syllabus, complex sentences did not seem to be well presented. The JHS 2 syllabus says: ‘Complex sentences are formed by joining two or more simple sentences with a subordinating conjunction’ (Ministry of Education, Republic of Ghana, 2012b, p.52). Yet, no examples of ‘more simple sentences’ being joined ‘with a subordinating conjunction’ were cited. The simple sentence is catered for in the English Books 1 and 2 and the compound sentence was satisfactorily treated in Book 2 but the complex sentence

did not seem to receive equal attention. Relative clauses were also treated in Book 3 but this should have been treated under complex sentences. This would result in the pupils being disadvantaged in those schools where teachers did not have additional books and may not be experienced enough.

In the cross-case analysis, both scripts which represented fairly good scripts contained friendly letters which were quite coherent with good formal features. The good scripts did have a lot of spelling and punctuation errors while two paragraphs in one of the scripts were run-on sentences. This case also revealed the poor grasp of sentence types which may be linked to the unsatisfactory presentation of sentence types in the syllabus and textbooks. The unsatisfactory aspects of the English curriculum as discussed in the analysis of the syllabus and textbooks may not lay the necessary foundations for further studies as envisaged in that syllabus. Yeboah (2014) reported that the students in senior high school whose scripts were studied had not 'completely mastered the rudiment of English grammar' (Yeboah, 2014, p. 63).

As already noted, the syllabus and the textbooks were found to contain inadequacies which may affect the foundation of pupils' academic literacy for further education. Cummins (2000) has observed that when 'students progress through the grades, the academic tasks they are required to complete and the linguistic contexts in which they must function become more complex with respect to the registers employed in these contexts' (Cummins, 2000, p. 67). This may be viewed in the light of Amoakohene's (2017) study of sampled scripts of first year students in the University of Health and Allied Sciences, one of the new public universities in Ghana. The study reported, among others, that the students could not apply the rules of English grammar adequately. Similarly, in this current study the main errors in the fairly good scripts were spelling and punctuation errors,

followed by poor construction and poor use of tenses. There were also a few errors with capitalisation, amalgamation and expression.

The poor scripts were found to contain poor tenses usage as the dominant error. This was followed by poor construction and incorrect word usage. The remaining errors were spelling, punctuation, wrong amalgamation, capitalisation, poor paragraphing and repetition of sentences. Thus, the predominance of poor tense usage and faulty construction in the scripts was the result of inadequate knowledge about tenses and types of sentences which could be partly attributed to the shortcomings of the syllabus and the textbooks as was revealed in the analysis of these texts as well as the poor foundations in reading and writing.

6.7 Analysis of Examination Scripts from Individual Schools (Within-Case Analysis)

The results from the coding indicated that the main problems of candidates in School 'A' were poor spelling and construction. This is in line with previous studies (Dadzie & Bosiwah, 2015) which found that pupils in junior high school had difficulty in spelling which resulted in 'their poor performance at the BECE level' (Dadzie & Bosiwah, 2015, p. 52). Similarly, spelling errors were the most identified in Yeboah's (2014) study of sampled scripts of senior high school pupils. A total of 21 spelling errors and 16 examples of poor construction were found in the three scripts evaluated. There were also 16 punctuation errors followed by 11 errors in tense usage. Only one essay (Script 1) in School 'A' was coherent with the formal features well-written. Script 15 which was also a letter did not have a subscription to close the letter. Meanwhile, the structure was not suitable and the essay was too short.

The study found that the main problem of students in School 'B' lay with the construction of proper sentences, followed by tenses, spelling and punctuation. The sampled scripts from School 'B' contained 21 errors of poor construction, 19 spelling errors and 13 errors in tenses. There were also 13 punctuation errors. There were 3 instances of words being used incorrectly and one word which was not capitalised. In School 'B' only the first essay was coherent while the remaining two were not quite coherent though better than school 'A'.

Cummins (2000) explains that 'the construct of academic language proficiency refers to the degree to which an individual has access to and expertise in understanding and using the specific kind of language that is employed in educational contexts and is required to complete academic tasks' (Cummins, 2000, p. 66). In writing essays pupils were supposed to understand and deploy the language required to write their essays. The key word here is 'access' which by implication means access to good teaching, an acceptable curriculum and access to books. Yet, School 'C' did not have a single English textbook for the pupils. The importance of textbooks in learning English as an L2 has been repeatedly underscored (Richards, 2013; Behnke, 2018; Tok, 2010; Miekley, 2005; Stern & Roseman, 2004). Tok for instance has specified that textbooks 'provide a framework for teachers in achieving the aims and objectives of the course' and 'also serve as a guide to the teacher when conducting lessons' (Tok, 2010, p. 509). Consequently, 'textbooks affect learning and teaching in many different ways' (Behnke, 2018, p.383). Moreover, in under-privileged situations, teachers may 'rely mainly on textbooks and commercial materials rather than teacher-designed resources' (Richards, 2013, p.29). School 'C' was more disadvantaged than all the other schools. With a compliment of 75 pupils, there was not a single English textbook for the pupils while there were 45 to 50 copies of the literature text, *The Cockcrow* for all 75 pupils. In School 'C' only the first essay was quite coherent. The remaining two scripts did not contain complete essays.

Apparently, marks were bolstered from the objective section. In the second script, the candidate wrote only the writer's address, date and salutation. Then a full stop was placed after the recipient's name instead of a comma. The third candidate, representing poor scripts, wrote only the question number and could not write anything else. What more could be expected from a school in which there was not a single copy of the English textbook for its pupils? This finding was similar to that reported by Dadzie and Bosiwah (2015, p. 52) that some of the essays they examined were not meaningful or 'were not readable and some found it difficult to write an essay of within 200- 250 words.' In School 'D', the first script was coherent and the remaining two were quite coherent. Poor construction accounted for the largest frequency of 16 errors, followed by 7 instances of the use of wrong words, and 6 punctuation and poor tense usage errors. Failure to use capital letters scored 5 and poor use of expressions scored 3.

The junior high school was previously junior secondary school and its syllabuses and textbooks were abandoned when the system was renamed junior high school. Some schools in Ghana still have copies of the old junior secondary school English textbooks. In the study area, it was only School 'D' which had a good stock of the English textbooks from the previous Junior Secondary School (JSS) system and these were being used for comprehension and other exercises. The importance of books as emphasised by Richards (2013), Tok (2010), Behnke (2018) and others applied and therefore must have aided School 'D'. These advantages must have contributed to the fairly better performance of School 'D' in the mock examination and in the previous Basic Education Certificate Examinations. Besides, it was the only school in which the teacher had pursued a degree programme in English education.

Boney, Amoah, Micah, Ahiamenyo and Lemaire (2015, p.148) have acknowledged that, 'a teacher's qualification, pedagogical skills, and teaching experience are very important in the teaching and learning process'. However, in a study, which investigated the relationship between the quality of teachers and pupils' academic performance in junior high schools in the Sekondi-Takoradi metropolis in the Western Region of Ghana, Boney *et al.* (2015) found that 'the quality of the teachers in the metropolis did not reflect in the pupils' academic performance in the Basic Education Certificate Examinations held in 2010, 2011, and 2012 because the pupils' performance was generally below average' (p.148). Owolabi and Adedayo (2012) in a study in Nigeria found that 'teacher's academic qualification only is not enough to positively affect academic performance of secondary school students but a professional qualification in a specified field of study' could have a positive impact (Owolabi & Adedayo, 2012, p. 75). This denotes that the teacher's added specialisation may have an impact on the teaching and learning as well as the academic performance of pupils. Thus, in the case of School 'D', the added advantage of the English teacher being a graduate in English education could have had an impact on the academic performance of pupils.

In the case of School 'E', the sampled scripts scored 30 for poor construction, 25 for poor tense and 25 for spelling errors. These were followed by 11 punctuation errors. Failure to capitalise or improper capitalisation amounted to 8 while incorrect word usage scored 9 points and poor expression 2. The study indicates that the foremost challenge of pupils in School 'E' was their inability to construct good sentences with tenses as the next challenge. The third challenge was their inability to punctuate properly. In School 'E' the first essay was coherent; the second was quite coherent while the third was incoherent.

In summary, the results in School 'B' and 'D' in the essay section were found to be better than those from the other schools. The study also established that School 'D' was the only school which had a graduate teaching English, with a specialisation in English Education. The impact of a highly qualified teacher on the learning of pupils has been acknowledged by several scholars (Boney, Amoah, Micah, Ahiamenyo & Lemaire, 2015; Maphoso & Mahlo, 2015; Owolabi & Adedayo, 2012). Even though a teacher's qualification per se may not have an impact of the academic achievement of pupils, 'a teacher who is well trained and in command of his/her subject matter will be able to identify the weaknesses and strengths of his/her learner, thereby making learning and teaching simpler' (Maphoso & Mahlo, 2015, p.52).

6.8 The Extent of Support Teachers Gave to their Pupils in Promoting Their Academic Literacy

Respondent 2 indicated that pupils were taken through regular reading and writing activities. This exercise of regular reading and writing activities may help pupils through implicit learning (Kerz, Wiechhmann & Reidel, 2017) to learn some grammar and sentence structure. Implicit learning has been 'defined as acquisition of knowledge without the intension to learn and without the awareness of what has been learned' and it 'is fundamental to human cognition' (Kerz *et al.*, 2017, p.1).

Similarly, Respondent 4 also formed reading groups 'to enhance reading and communication among pupils', especially those who, according to the respondent, were weak and were struggling. Thus their schools (School B and School D) performed better in comprehension. The mock examination result indicated that these two schools which were concerned with 'regular reading and writing activities' performed relatively better than the other schools. This proves that where the L1 is not a language of instruction, and pupils have to learn another language before the official

L2 the difficulty may be overcome by focusing on reading, particularly on phonetics and pronunciation to facilitate reading.

From the better performance of School 'B' and School 'D' in comprehension, this study concludes that academic literacy is the ability to comprehend and interpret what is read in an academic context. This perspective supports Gee (1989) who defined literacy as the ability to control the use of 'language in secondary discourses' (Gee, 1989, p.23). In effect, literacy is not just the ability to read and write but it implies the use and control of language to match with one's level of education.

The cases of Respondent 1 and Respondent 5 were quite challenging because they were focusing on pre-reading and writing activities with the first year (JHS 1) pupils. Respondent 1 for instance stated that pupils in JHS 1 were being assisted to 'combine two, three letters to pronounce sounds'. The study revealed that some teachers were not confident teaching literature. For instance, it was found during the follow-up interview that Respondent 5, who was in charge of English, did not teach literature but had ceded that role to the Head Master. Again, according to Richards (2020) 'If teachers have limited teaching experience, a textbook together with the Teacher's manual can serve as a medium of initial teacher training' (Richards, 2020, p. 2). That was the respondent's first year of teaching and the respondent may not have been strong in all aspects of English.

The study showed, as already indicated, that only one teacher was a graduate in English. It has been proved that when teachers are teaching outside their area of specialisation, 'Reliance on curriculum materials is more apparent' (Stern & Roseman, 2004, p.539). This also brings up Richards' (2020) assertion that 'Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own' (p.2).

Therefore, inexperienced or teachers teaching outside their domain of experience could be assisted by a good curriculum with well written books (Stern & Roseman, 2004; Richards, 2020). Richards (2020) notes that 'In the case of inexperienced teachers, textbooks may also serve as a form of teacher training as they provide ideas on how to plan and teach lessons as well as formats that teachers can use' (p.1).

All the Respondents complained about the inadequacy of the content of the commentary book to the literature textbook. Consequently, they resorted to the use of other private books. Respondent 1 stated: 'I have a summary of *The Cockcrow* too. It is a small book written by an individual and recommended by the GES'. Yet, Respondent 1 acknowledged that: 'It's not adequate enough' and that 'Most of the literary devices are not found in it.' Respondents 2 and 4 assisted pupils to understand literary language by relating literary terms to daily occurrences while teaching. According to Respondent 2, 'with explanation and examples they [pupils] understand'. Again, this attests to the fact that 'a teacher who is well- trained and in command of his/her subject matter will be able to identify the weaknesses and strengths of his/her learner, thereby making learning and teaching simpler' (Maphoso & Mahlo, 2015, p.52). Respondent 3 explained that it was necessary for pupils to have copies of literature textbooks and said: 'That is why we have recommended the commentary on *The Cockcrow*. They are to buy copies themselves.'

Thus, the study revealed that pupils in schools where teachers were not resourceful enough to acquire additional books and materials or could not handle literature effectively, pupils would be disadvantaged. In effect, pupils in such schools were marginalised in the acquisition of literary language and appreciation of literature. The situation here was similar to the study of Boney *et al.* (2015) who reported that, the teachers in the Sekondi Takoradi metropolis had good qualifications

but the standard of the pupils was poor therefore the qualifications of the teachers did not reflect in the performance of the pupils in their final basic education examinations. Similarly, Respondent 3 had good qualification and teaching experience but this was a school which did not have a single English textbook for pupils and there was a limited stock of the literature textbook. The absence of adequate materials for literature may have accounted for the majority of candidates in all the schools scoring zero in literature in the mock examination.

6.9 Limitations of the Study

The study did not have any obvious limitations. Though there was no financial support, the study was carried out within the limited resources of the researcher. Additionally, the field research was undertaken smoothly. During the first interview one of the respondents (Respondent 1) created the impression that their school had enough English textbooks for their pupils. The findings of the study would have been limited without the follow-up interview. Therefore, the follow-up interview eliminated what would otherwise have been a limitation of the study.

6.10 Conclusion

In conclusion, the study found that the various aspects of the curriculum had shortcomings in adequately supporting the development of academic literacy in the junior high school pupils in Ghana. The syllabus itself did not appear to follow its own principles totally. Further, it contained several errors with some aspects of the syllabus not being properly developed. For instance, the teaching of sentences and subject and objects of simple sentences were not presented systematically so that scaffolding could be applied. Moreover, the textbooks in some parts did not align properly with the syllabus. Therefore, it was inadequate to evaluate textbooks or a curriculum solely with a checklist. Additionally, the syllabus and the textbooks did not treat literature

adequately. This contributed partly to the poor performance of candidates in literature in all the schools. This situation could not promote academic literacy adequately.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7. Introduction

This concluding chapter captures the highlights or essential issues that emanated from the study. The chapter discusses the significance of the findings in terms of theoretical framework, the research questions and literature review. Issues discussed include inadequacies in the textbooks, treatment of grammar and pronunciation in the textbooks, inadequate presentation of literature in the textbooks, poor treatment of essay writing and paragraph development, and unsatisfactory presentation of library /literature. Also discussed in this section is the negative influence of the L1 on the teaching and learning of English in the study area. Recommendations are made at the end of the chapter.

7.1 Conclusion to the Study

Each objective of the study was restated and the extent to which it was addressed has been discussed. Conclusions were drawn from the evaluation of the extent to which the syllabus and the textbooks, which constituted the core of the curriculum, the mock examination questions and students' examination scripts reflected the promotion of academic literacy.

i. (a) To understand how far the curriculum reflected the development of academic literacy by determining how far the textbooks reflected the promotion of academic literacy.

The prime objective of the study was to understand the extent to which the curriculum reflected the development of academic literacy, by determining how far the textbooks reflected the promotion of academic literacy. The study found that there were inadequacies in the textbooks which made them unsuitable to promote the desirable level of academic literacy. The textbooks seemed to have failed in the proper alignment of the teaching of grammar to the syllabus. For instance, in the JHS1 textbook a grammar outline was provided at the ending of the book for pupils to refer to instead of having an integrated approach as was recommended by the syllabus. Moreover, treatment of pronunciation in the textbooks was inadequate.

In some cases, there was also a lack of scaffolding. For example, in the JHS1 textbook, the teaching of subject and object did not follow the syllabus. The textbook provided an exercise requiring pupils to underline subjects which were noun phrases when they had not been introduced to the noun phrase.

Furthermore, although the syllabus required that pupils would be able to 'recognize unstated assumptions and logical fallacies' (Ministry of Education, Republic of Ghana, 2012a, p. ix), none of the textbooks presented anything on logic. Meanwhile, the syllabus itself did not illustrate how logic should be taught.

Adequate practice work was not given in the writing of essays of acceptable length in the textbooks. Books One and Two did not treat information about library adequately. Meanwhile, the number of textbooks in the schools was woefully inadequate with a particular school not having a single copy of the English textbook.

It was found that both the syllabus and the textbooks did not seem to treat paragraph development sufficiently though this is crucial to the writing of a good essay. For instance, nothing was said about a concluding sentence which is an essential feature of a good paragraph. Oshima and Hogue (2007, p.38) have underscored the fact that 'a paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence.'

Literature is integral to English and academic literacy; pupils require the knowledge to perform well in that component of their English examination. Besides, the knowledge would enable them to write competently. Yet, the introduction and presentation of literature in both the syllabus and textbooks was inadequate. The syllabus did not adequately treat literary devices and the word 'personification' was not mentioned anywhere in the syllabus. It is the treatment of personification in the JHS 3 textbook which filled this gap in the syllabus. To conclude, there were inadequacies in the textbooks which made them unsuitable to promote the desirable level of academic literacy.

i. (b) To understand how far the curriculum reflected the development of academic literacy by determining to what extent the syllabus (as the teaching plan and component of the curriculum) contained evidence of the promotion of academic literacy.

The syllabus did not contain enough evidence of the promotion of academic literacy. For instance, although the syllabus required that pupils would be able to 'recognize unstated assumptions and logical fallacies' (Ministry of Education, Republic of Ghana, 2012a, p. ix), the syllabus did not illustrate how it should be taught.

Also, the syllabus did not adequately treat literary devices and the word 'personification' was not mentioned anywhere in the syllabus. As mentioned above, it was the treatment of personification

in the JHS 3 textbook which filled this gap in the syllabus. It was found that both the syllabus and the textbooks did not seem to treat paragraph development sufficiently though this is crucial to the writing of a good essay. For instance, as noted above, nothing was said about a concluding sentence which is an essential feature of a good paragraph. Oshima and Hogue (2007, p.38) have underscored the fact that 'a paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence.'

Moreover, the caption: 'library/ literature' under which library was discussed in the syllabus may be misleading. The title may create the impression that library and literature were alternatives or refer to the same thing. Meanwhile, not much information was given under library. Literature was also not satisfactorily presented in the syllabus. Consequently, Books One and Two did not treat information about library adequately. It may be concluded that the promotion of academic literacy in the syllabus was not satisfactory.

i. (c) To understand how far the curriculum reflected the development of academic literacy by demonstrating how the exit examination was aligned with the curriculum objectives.

Another objective of the study was to demonstrate how the exit examination was aligned with the curriculum objectives. Notwithstanding the shortcomings in the syllabus and the textbooks, the standard of the mock examination was not compromised. The examination questions aligned with previous Basic Education Certificate Examination questions which were set by the West African Examinations Council. The essay questions were found to align with the profile dimensions in the syllabus which were used as the guidelines for the analysis of the mock examination questions. However, there was no evaluation question even though the importance of evaluation is underscored in the syllabus. Literature did not seem to be presented adequately by the curriculum

(syllabus and the textbooks) but the literature section of the examination questions maintained the standard of the West African Examinations Council. The remaining questions were objectives.

ii. To ascertain to what extent pupils were able to apply their knowledge from the curriculum (Syllabus and textbooks) in answering English examination questions that focused on higher cognitive levels as they appeared in the curriculum.

The second major objective was to ascertain to what extent pupils were able to apply their knowledge from the curriculum (Syllabus and textbooks) in answering English examination questions that focused on higher cognitive levels as they appeared in the curriculum. The study showed that only 14 candidates, constituting 12% of the total number of candidates (133) from all the five schools were able to score 50% and above while the majority of the candidates fell within the category of poor scripts. It was further noted that poor construction was the most prevalent error followed by those in punctuation. The study revealed that even the good candidates did not fully understand sentence types. For instance, the second best script contained two paragraphs, each with a run-on sentence. Again, this emphasises the fact that the candidates did not have a good grasp of sentence types.

The dominant errors in the fairly good scripts were spelling and followed by punctuation, poor construction and poor tenses. The dominant error in the poor scripts was tense errors. This was followed by poor construction and the use of wrong words. The remaining errors in the poor scripts were spelling errors, punctuation errors, wrong amalgamation, capitalisation errors, poor paragraphing and repetition. The predominance of poor construction could be attributable to inadequate knowledge of sentences types, which could also contribute to the poor punctuation.

Some of these problems may be attributed to the shortcomings in the textbooks and the syllabus.

The shortcomings in the curriculum (Syllabus and textbooks) did not help in equipping pupils to apply their knowledge in answering the English examination questions. This study observed that some topics in the books were often poorly introduced and scaffolding was sometimes not applied. All the three textbooks seemed to have failed in their alignment of the correct teaching of grammar with the syllabus. The treatment of the **'Subject and Object'** of simple sentences did not appear to be systematically presented in the JHS English Book 1.

The study also found that the lessons on grammar in the JHS 2 textbook were sometimes too brief. All these may have contributed to the poor understanding of sentence structure and other grammatical problems which reflected in the scripts of the pupils. Additionally, the study also revealed that literature did not appear to be suitably introduced in the syllabus and its presentation was found to be scanty. Thus, the syllabus did not seem to contain adequate evidence of academic literacy promotion. This may also have contributed to the general poor performance of pupils in literature.

iii. To ascertain the extent of support teachers gave to the pupils in promoting their academic literacy.

The third major objective of the study was to ascertain the extent of support teachers gave to their pupils in promoting their academic literacy. The respondent-teachers indicated that the standards of the pupils were not encouraging. To improve upon their performance, Respondents 2 (School B) and Respondent 4 (School D) took pupils through regular reading and writing activities. This exercise of regular reading and writing activities may help pupils through implicit learning to

enable them to learn some grammar and sentence structure. Additionally, Respondent 4 formed reading groups to improve reading and oral communication among pupils, especially those who were considered by the respondent as the weak and struggling ones. These two schools, A and B, performed better in comprehension. From their better performance this study concludes that academic literacy entails the ability to read, interpret and act upon what is read in an academic context.

Also, the revelation from the mock examination result that these two schools which were concerned with regular reading and writing activities performed relatively better than the other schools proves a point relating to L2 acquisition. This proves that where the L1 is not a language of instruction, and pupils have to learn another language before the official L2 the difficulty may be overcome by focusing on reading, particularly on phonetics and pronunciation to facilitate reading. The cases of Respondent 1 and Respondent 5 were quite challenging because they were focusing on pre-reading and writing activities with the first year (JHS 1) pupils. Respondent 1 for instance stated that pupils in JHS 1 were being assisted to 'combine two, three letters to pronounce sounds'.

Furthermore, the study revealed that some teachers were not confident teaching literature. For instance, it was found during the follow-up interview that Respondent 5, who was in charge of English, did not teach literature but had ceded that role to the Headmaster. Thus, inexperienced or teachers teaching outside their domain of experience could have been assisted by a good curriculum with well-written books. Yet, the study found that the syllabus and the textbooks contained shortcomings. Again, Respondents 2 and 4 assisted pupils to understand literary

language by relating literary terms to daily occurrences while teaching.

All the Respondents complained about the inadequacy of the content of the commentary book which accompanied the literature textbook. Consequently, they resorted to the use of private books which were equally inadequate in content. The absence of adequate materials for literature may have accounted for the majority of candidates in all the schools scoring zero in literature in the mock examination. In sum, the teachers made efforts to assist the pupils but the prevailing circumstance as stated above could not favour them.

In terms of literature review, this study is a contribution to previous studies on academic literacy. Unlike previous works which focused on academic literacy mainly at tertiary level, this study has demonstrated that academic literacy is relevant at the junior high school level and worth investigating. Literature review also showed that some previous studies used Blooms taxonomy to analyze textbooks. This current study found that the profile dimensions in the English syllabus for junior high schools were similar to Blooms taxonomy. Therefore, a new chart, the profile chart was developed and used to analyze the syllabus. Another chart was developed by combining the profile dimensions with the general and specific objectives of the syllabus. This was used to collect data from the three textbooks. Kern's (2012) framework was modified and used in evaluating the mock examination questions. Therefore, the study found that it is not always helpful to depend on previous instruments for data collection and analysis. The study also found that the theoretical framework, which was based on critical theory and academic literacy and combined with embedded mixed methods research design, could be a new way of investigating academic literacy.

7.2 Recommendations

7.2.1. The syllabus must be revised to improve upon the shortcomings identified

i. Any future syllabus must be edited properly to avoid grammatical errors and omissions.

ii. Proper research should be done to produce a good syllabus. A syllabus which is sketchy in parts will be less helpful to teachers and textbook writers. Less experienced teachers and their schools may suffer the more.

iii. Proper focus must be placed on academic literacy development at the JHS level. This will help in fulfilling the objective of the syllabus that English at the JHS would lay foundation for the learning of English at higher levels.

iv. Logic and critical thinking must be treated properly in the syllabus. Critical thinking is an aspect of academic literacy.

v. Grammar must be treated well to lay the appropriate foundations for the understanding of sentence types and academic literacy.

7.2.2 Textbooks must be properly written and must align with the syllabus

Before the commencement of the writing of textbooks, the syllabus must be evaluated to ascertain whether it is satisfactory or not. Therefore, enough time must be allowed for the writing of the textbooks.

Phonetic transcriptions of the highlighted words in passages must be provided to aid pronunciation.

7.2.3 Vocabulary development must be evident in the syllabus and textbooks.

Vocabulary is critical in language acquisition and so efforts must be made to promote vocabulary development in the syllabus and textbooks.

7.2.4 Textbooks must be supplied to the Schools Annually

Efforts must be made to supply textbooks to the schools and replacements made annually to allow for wear and tear. There was a noted shortage of books in the schools to the extent that one of the schools did not even have a single English book for the pupils to read. This contributed to the poor performance of all the schools, and for that school particularly, in the mock examination. That situation would not promote the requisite academic literacy as envisaged in the syllabus.

7.2.5 Teachers must be specifically trained to teach English in the JHS in minority language communities in Ghana

The study recommends that teachers must be trained specifically to teach English in the junior high schools in those communities in Ghana with minority languages. Such teachers who specialise in this would describe it as '*Teaching English as a Third Language'*. The concept of third language acquisition would therefore be focused on basic phonetics and phonology of the target language (English) while pupils continue to learn the majority language in the district, which in the case of the study area is *Ewe.*

According to Nunan (2001) 'the term second language acquisition (SLA) refers to the process through which someone acquires one or more second or foreign languages' (Nunan, 2001, p. 87). Similarly, Hoque (2017) suggests that, 'second language acquisition or SLA is the process of

learning other languages in addition to the native language' (Hoque, 2020, p.1). This definition trend appears to be a broad second language acquisition one of which in the view of this study is a blanket definition that veils the challenges and complexities that characterise the learning of an official language in an area where the pupils' first language is not a language of instruction. The reality is that pupils face challenges which inhibit them with the acquisition of academic literacy. Therefore, this study proposes the concept of *third language acquisition for minority communities* such as the area for this study whose language is not the language of instruction in their schools. For such communities a language considered as the dominant language in the region or district has to be studied first and then the official language which is considered the second language is studied. It is further recommended that Colleges of Education in Ghana, in collaboration with the appropriate authorities in the Ministry of Education in Ghana, would consider the possibility of such a programme and draw up appropriate curriculum for the course.

7.2.6 Establishment of Education Circuit Libraries

Circuit libraries must be built to serve as common resource for schools in a circuit. In Ghana, District Education Directorates are divided into circuits. The study area was divided into two educational circuits, Circuit A and Circuit B. As schools did not have libraries and there were no community libraries, it would be appropriate if resources are concentrated towards the provision of a library for each circuit. The following modalities could be considered for the establishment of Education Circuit Libraries:

i. The library should be situated in a place which is accessible to all the schools in the circuit.

ii. The infrastructure (building) may be provided by the community. This could be through communal labour or a temporary use of a place offered by a member of the community.

iii. The District Assembly Common Fund may assist with the purchase of books for the libraries.

iv. Some computers and internet facilities must be provided in the circuit libraries.

v. E-library facilities must be provided in the libraries. In deprived areas such as the study area, Compact Disc Read Only Memory (CD –ROM) and pen drives could be used to save eBooks for pupils to read. This would help in areas where the internet is either not available or not reliable.

This recommendation is relevant because of the dominant rural setting of most schools in Ghana and, as this study found out, library facilities were scarce and textbooks were limited. Omenyo (2016) has observed that, 'though school libraries are fundamental to the effective delivery of education, successive governments have done little toward the provision of school libraries in all the basic schools in Ghana' (Omenyo, 2016, p.2). Similarly, in an earlier report, Alemna (2002) noted the absence of libraries in schools and colleges. He observed that in some schools and colleges, 'libraries are used as reading rooms where students go to read their class texts' while 'technology and media use are virtually non-existent' (Alemna, 2002, p. 37).

7.3 Conclusion

It is anticipated that if these recommendations were considered, the curriculum for the teaching of English in junior high schools in Ghana would be improved and resultantly would promote adequate academic literacy. The training of teachers to specifically teach in minority language areas would also help to facilitated reading in these areas and concurrently promote academic literacy.

The findings and recommendations of this study may be found useful in other parts of the world with similar conditions. Especially, where there are minority language speakers who are not immigrants to another country but have to learn a second language. Ultimately, it is further hoped that the awareness that may be raised by this study would bring about a remarkable change from the current trend whereby a considerable number of JHS pupils, particularly those from minority language communities such as the study area, fail in their final (BECE) examination. The study revealed that the curriculum appeared not to be supportive enough to equip pupils with the needed academic literacy.

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Appendices

Appendix A – Ethics Approval for Research

Appendix A: Ethics Approval for Research

UNISA university of south africa

COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

17 September 2018

NHREC Registration # : Rec-240816-052
CREC Reference # : 2018-CHS-0032
Name : Brian Senyo Akrong
Student #: 55763138

Dear Brian Senyo Akrong

Decision:
Ethics Approval from 17 September 2018 to 16 September 2023

Researcher(s): Brian Senyo Akrong

Supervisor(s): Professor C.P Chaka
Department of English Studies
chakacp@unisa.ac.za
Professor C. Van der Walt
Department of curriculum studies
cvdwalt@sun.ac.za

Academic literacy development in an English curriculum: the case of HO west district

Qualifications: PhD

Thank you for the application for research ethics clearance by the Unisa College of Human Sciences Research Ethics Committee for the above mentioned research. Ethics approval is granted for one year.

The ***low risk application*** *was* ***reviewed and*** **expedited** by the Chair of College of Human Sciences Research Ethics Committee on the 24 August 2018 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.
The proposed research may now commence with the provisions that:

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1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Department of Psychology Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a 'progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date (**16 September 2023**). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2018-CHS-0032** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature :

Dr Suryakanthie Chetty
Deputy Chair : CREC
E-mail: chetts@unisa.ac.za
Tel: (012) 429-6267

Signature :

Professor A Phillips
Executive Dean : CHS
E-mail: Phillap@unisa.ac.za
Tel: (012) 429-6825

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Appendix B – Approval from Ho West District Director of Education

Appendix B: Approval from Ho West District Director of Education.

GHANA EDUCATION SERVICE

In case of reply, the number and date of this letter should be quoted

My Ref.: GES/VR/HWDE.038/

Your Ref.:

REPUBLIC OF GHANA

HO-WEST DISTRICT EDUCATION OFFICE
P. O. BOX HP1563
DZOLOKPUITA - HO
VOLTA REGION
TEL.: 0506780747
Email: geshowest@yahoo.com

26th March, 2018

MR. BRIAN AKRONG
UNIVERSITY OF PROFESSIONAL STUDIES
ACCRA

ATTN
HEADS OF SELECTED BASIC SCHOOLS
HO WEST

Dear Sir,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SOME SCHOOLS IN THE HO WEST DISTRICT

I have received and studied your letter dated 24th March 2018 on the above subject and write to inform you that permission is granted you to enter five selected Junior High Schools in the Ho West District to conduct your intended academic research on the topic, ' ***Academic Literacy Development In an English Curriculum: The case of Ho West District.***

By copies of this letter, Heads of the selected Junior High Schools are requested to allow you entry into their premises and accord you the necessary support for the success of this exercise.

We shall be happy, however if the written report you promised in your letter as a feedback procedure would be ready for our study at the end of the exercise.

Thank you.

JOSEPH AMESIMEKU
DISTRICT DIRECTOR
HO WEST

*Tora**

Appendix C – Application to Conduct Research in the Ho West District, Ghana

University of Profession Studies, Accra
P.O. Box LG 149
Accra- Ghana

March 24, 2018

THE DIRECTOR
HO -WEST DISTRICT EDUCATION OFFICE
P.O. BOX HP 1563
DZOLOPKUITA-HO
VOLTA REGION

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SOME SCHOOLS IN THE HO WEST DISTRICT

I am a lecturer in the University of Professional Studies, Accra and a PhD student of the University of South Africa. As part of my doctoral studies, I should be grateful if would permit me to undertake a study in five selected Junior High Schools in your district. The topic for my research is '**Academic Development in an English Curriculum: The Case of Ho West District.**'

The selection of the schools will be done with the assistance of the District Examinations Officer.

I shall submit a written report to your outfit at the end of my research project.

I hope my humble request would receive your kind consideration.

Yours faithfully,

Brian Akrong

Appendix D: Participant Information Sheet

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PARTICIPANT INFORMATION SHEET

Ethics clearance reference number:
Research permission reference number (if applicable):

April 24, 2018

Title: **Academic Literacy Development in an English Curriculum: The Case of Ho West District**

Dear Prospective Participant,

My name is Brian S. Akrong and I am doing research with Professor C.P. Chaka, a professor in the Department of English Studies, University of South Africa and Professor C. van der Walt of the Department of Curriculum Studies, University of Stellenbosch, South Africa towards the award of DLitt et Phil (English) at the University of South Africa. We are inviting you to participate in a study entitled **Academic Literacy Development in an English Curriculum: The Case of Ho West District.**

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to find out how the curriculum and supplementary materials for the teaching and learning of English in Junior High Schools in Ghana are promoting academic literacy in the pupils. Additionally, the study seeks to find out how English teachers have been helping to promote academic literacy among their pupils.

WHY AM I BEING INVITED TO PARTICIPATE?

You were chosen to participate in this study because you are teaching English in one of the schools selected for this research which focuses on the English curriculum for Junior High Schools in Ghana. Based upon previous performance, some schools in the Ho District were

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selected for the study including your school. Permission has been sought from the District Director of Education to undertake this study. Five teachers will participate in the study, each from the five schools selected for the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study will require you as a participant to complete a questionnaire. The questions will demand information about the English textbooks you have been using in teaching. The questions will also demand your view about the English syllabus and how far it is reflected in the textbooks. Finally, you will answer a question on how you have been assisting the pupils to develop academic literacy. *It is estimated that completing the questionnaire will take about* twelve minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and that there is no penalty or loss of benefit for non-participation. You are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Participating in this study is a way of contributing to an understanding of some of the realities pertaining to the English curriculum for Junior High Schools in Ghana. Besides, your participation may contribute to identifying some positive suggestions which may come out of this study to enhance the English curriculum and the teaching and learning of English in Junior High Schools in Ghana.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The study entails no identifiable risk and your anonymity will be preserved.

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WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research *[this measure refers to confidentiality]* OR your name will not be recorded anywhere and no one will be able to connect you to the answers you give *[this measure refers to anonymity]*. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings *[this measure refers to confidentiality]*.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The information you give or anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. In any of these, your anonymity will be maintained. Hence, your privacy will be protected in any publication of the information [e.g. *A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report]*.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a minimum period of five years in a locked cupboard/filing cabinet in the researcher's residence for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Information will be destroyed if necessary by shredding the hard copies and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Your participation is voluntary and no payment, financial reward or otherwise will be offered.

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HAS THE STUDY RECEIVED ETHICS APPROVAL

Your consent form and other documents will be forwarded to the Department of English Stiudies, University of South Africa for a written approval from the Research Ethics Review Committee of the College of Human Sciences, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Brian S. Akrong on 0244812341 or bsakrong@upsamail.edu.gh or 55763138@mylife.unisa.ac.za.The findings are accessible for August to September 2018. Should you require any further information or want to contact the researcher about any aspect of this study, please contact the researcher through the contact details provided above.

Should you have concerns about the way in which the research has been conducted, you may contact Professor C.P. Chaka, Department of English Studies, University of South Africa by the following contact details: chakacp@unisa.ac.za or on 27124296356 or fax :27124296222.

If you have any ethical concerns, contact the research ethics chairperson of the College of Human Sciences through the main supervisor of this study, Professor C.P. Chaka for the name of the research ethics chairperson and contact details, including email, internal phone number and fax number.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Brian S. Akrong

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Appendix E1: Consent Form

Appendix E 1: Consent Form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the completion of the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date : 26th March 2018

Researcher's Name & Surname : BRIAN SENYO AKRONG (please print)

Researcher's signature.....Date: 26th March 2018

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Appendix E2: Consent Form

Appendix E 2: Consent Form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the completion of the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date : 26th March 2018

Researcher's Name & Surname : BRIAN SENYO AKRONG (please print)

Researcher's signature.....Date: 26th March 2018

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Appendix E3: Consent Form

Appendix E 3: Consent Form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the completion of the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date : 27th March 2018

Researcher's Name & Surname : BRIAN SENYO AKRONG (please print)

Researcher's signature.....Date: 27th March 2018

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Appendix E4: Consent Form

Appendix E 4: Consent Form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the completion of the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname: _____ (please print)

Participant Signature: _____ Date : 26th March 2018

Researcher's Name & Surname : BRIAN SENYO AKRONG (please print)

Researcher's signature: _____ Date: 26th March 2018

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Appendix E5: Consent Form

Appendix E 5: Consent Form

CONSENT TO PARTICIPATE IN THIS STUDY

I, [redacted] (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the completion of the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname [redacted] (please print)

Participant Signature.....Date : 26th March 2018

Researcher's Name & Surname : BRIAN SENYO AKRONG (please print)

Researcher's signature.....Date: 26th March 2018

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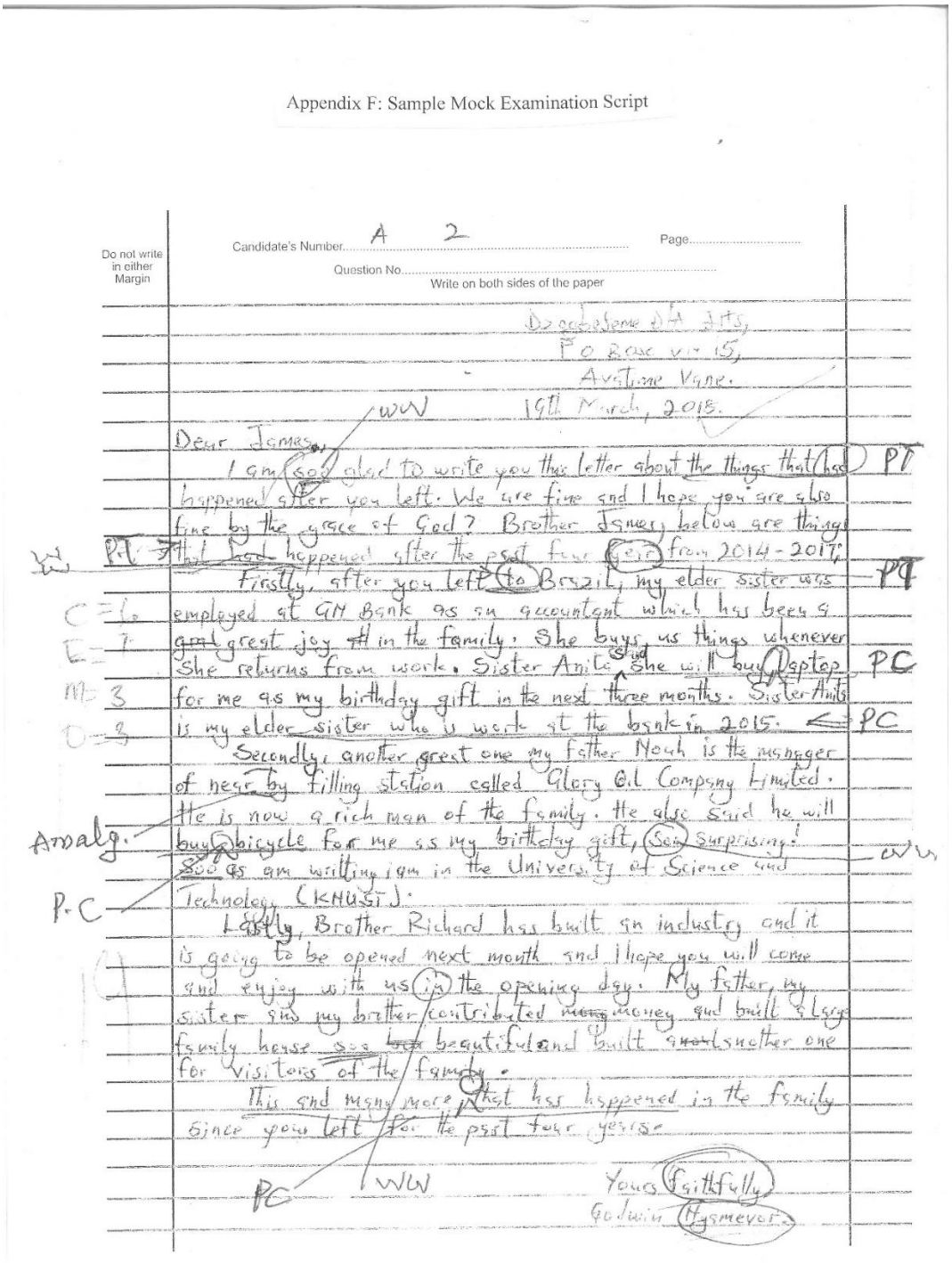
Appendix F: Sample Mock Examination Script



Appendix F: Sample Mock Examination Script

Do not write in either Margin

Candidate's Number A 2 Page

Question No.

Write on both sides of the paper

Do code/some DA Jts,
P O Box VIII 15,
Avetime Vane.
19th March, 2018.

Dear James,

I am so glad to write you this letter about the things that has happened after you left. We are fine and I hope you are also fine by the grace of God? Brother James, below are things that had happened after the past five (5) years from 2014 - 2017.

Firstly, after you left to Brazil, my elder sister was employed at GH Bank as an accountant which has been a great joy in the family. She buys us things whenever She returns from work. Sister Anita said she will buy Desktop for me as my birthday gift in the next three months. Sister Anita is my elder sister who is work at the bank in 2015.

Secondly, another great one my father Noah is the manager of near by filling station called Glory Oil Company Limited. He is now a rich man of the family. He also said he will buy bicycle for me as my birthday gift, (Sea surprising! See as am writting i am in the University of Science and Technology, (KNUST).

Lastly, Brother Richard has built an industry and it is going to be opened next month and I hope you will come and enjoy with us in the opening day. My father, my sister and my brother contributed money and built a large family house and beautiful and built another one for visitors of the family.

This and many more that has happened in the family since you left for the past four years.

Yours faithfully,
Godwin Agyemeva.

PT PT PC PC PC

Appendix G: Copy of Examination Paper

Appendix G: Copy of Examination Question Paper

QUALITY EDUCATION CONSULTS LIMITED

JUNIOR HIGH SCHOOL
MOCK EXAMINATION
J. H. S. 3
ENGLISH LANGUAGE 2 & 1

Name: _____

Index Number: _____

1hr. 45min.

Do Not Open This Booklet Until You Are Told To Do So

*While you are waiting, read and observe the following instructions carefully. Write your **name** and **index number** in the space provided above.*

*This question paper consists of Papers **2** and **1**. Answer paper **2** in your answer booklet and paper **1** on your objective Text answer sheet. Paper **2** will last for 1 hour after which the answer booklet will be collected. Do **not** start Paper **1** until you are told to do so. Paper **1** will last for 45 minutes.*

PAPER 1
OBJECTIVE TEST

Answer all questions on your Objective Test answer sheet.

1. Use 2B Pencil throughout.
2. On the pre-printed answer sheet, check that the following details are correctly printed: Your surname, followed by your other names, the Subject Name, your Index Number, Centre Number and the Paper Code.
3. In the boxes, Candidate Index Number, Centre Number and Paper Code, reshade each of the shaded spaces.
4. An example is given below. This is for a candidate whose name is **RITA AFUA ADUBEA.** Her Index Number is 889295099 and she is writing the examination at Centre Number 88325

JUNIOR HIGH SCHOOL
SPECIAL SUPER MOCK EXAMINATION
OBJECTIVE TEST ANSWER SHEET

CANDIDATE'S NAME	SUBJECT NAME
RITA AFUA ADUBEA	ENGLISH LANGUAGE

1. Use grade HB pencil throughout.
2. Answer each question by choosing one letter and shading it like this
3. Erase completely any answers you wish to change.
4. Leave extra spaces blank if the answer spaces provided are more than you need.
5. Do not make any markings across the heavy black marks at the right hand edge of your Answer sheets.

CANDIDATE NUMBER								
8	8	9	2	9	5	0	9	9

CENTRE NUMBER				
8	8	3	2	5

PAPER CODE			
8	8	3	2

For Supervisors only

If candidate is absent shade this space

Turn Over

QUALITY EDUCATION CONSULTS LIMITED

JUNIOR HIGH SCHOOL MOCK EXAMINATION
H. S. 3
ENGLISH LANGUAGE ' 2

DURATION: 1 HOUR

PART II - COMPOSITION

Answer two questions in all, one question from each section. Your composition should be about 250 words long. Credit will be given for clarity of expression and orderly presentation of material.

SECTION A

ESSAY WRITING

Answer one question only from this section.

1. Write an article for publication in a national newspaper on the topic:
   "The causes of flood and how it can be prevented."
2. Write a letter to your brother who is studying abroad for four years now, telling him at least three things that have happened in the family since he left.
3. Write a short story ending with the saying: "Indeed, it was a blessing in disguise."

SECTION B

COMPREHENSION

Read the following passage and answer all the questions which follow.

The next day, Olele had no sooner entered the school compound than he went over to Osama, the big boy who had beaten him so mercilessly the day before. "My father' is eager to meet the boy who has been very kind to me in the school and I thought of you at once. Can you come and share our dinner this evening? "You bet I can! Answered Osama who was as stupid as he was wicked and probably as greedy as he was stupid.

That evening, at the fixed time, this big bully, Osama showed up at Olele's compound. The compound was well-fenced and had only one gate. Olele's father came in person to open the gate and as soon as Osama entered, he bolted it.

Osama took a quick look at pots and pans which seemed to give promise of a delicious meal and immediately his mouth began to water. Olele however got up and pointed at him. "My father" he said, this is the big boy who never stops

beating me, and takes my food and my money!"
It was as if a thunderbolt had dropped at Osama's feet; he couldn't have been more confused. As soon as he had recovered a little from his surprise, his one thought was to get away. This was obviously his best choice, but it needed a stupid bully like Osama to imagine he could escape from such a well-guarded compound. He had not run more than a few steps before he was caught.
"How, Sir; said Olele's father, "listen carefully to what I have to say to you; get this into your thick skull, once and for all. I didn't send my son to school to become the slave of a boy like you!

Immediately, Osama felt himself lifted in the air by his feet and arms - everything had been carefully planned - and held in a convenient position. Despite his screams, Olele's father started beating his bare backside with his cattle whip. Then he was allowed to run away, ashamed, with his tail on fire, like a scalded cat.

The next day, the story of Osama's beating spread far and wide. Nothing like that had ever happened before. We all felt we had been avenged by the action taken by Olele's father. Since then, none of the big boys dare lay a finger on Olele or his sister. We suddenly felt our troubles were over and that we had regained our freedom.

Questions

a. What do you think was the main reason why Olele invited Osama to their home?

b. According to the passage, why was Osama considered stupid for trying to escape?

c. Describe briefly the nature of the punishment meted out to Osama by Olele's father.

d. Why was the writer and his friends happy by the action taken by Olele's father?

e. Explain the following expressions in your own words.
   i. his mouth began to water
   ii. with his tail on fire
   iii. dare lay a finger

f. ***For each of the following words, give another word or phrase that means the same and can fit into the passage.***
   i. bully ii. bolted
   iii. obviously iv. convenient
   v. avenged

QUALITY EDUCATION CONSULTS LIMITED

PART III

LITERATURE - COCKCROW

Read the extract and answer questions 1 - 3

Oliver Twist by Charlse Dickens

"Thank you for coming; said Mr. Brownlow sadly,
"Here's your money. I only wish your report about Oliver had been favourable".

Questions:

1. what was presented before Mr. Brownlow spoke?
2. Who spoke after Mr. Brownlow?
3. What was Mr. Brownlow's attitude towards Oliver?

Read the extract and answer questions 4 - 5

Scribbler's Dream - by Lawrence Dramani

"The dream in your mind fills the shelf when upon the shelf you gaze vacuum stares at you"

Question:

4. What literal device is used in line one?
5. The dominant device in the extract is?

Read the extract and answer questions 6 - 8

Debbie, Sandy and Pepe by Merrill Corney

"She reached in and gently slid her hand under the tiny body and lifted him out. He was cold and stiff.
"Oh, no," she waited. "He's dead".

Question:

6. Who reached out in the extract above?
7. What did the speaker in the extract reach out for?

8. What did Sandra do after the speaker in the extract spoke?

Read the extract and answer questions 9 - 10

Sleep without wake by A. A. Amoako

"Mother's milk gave me suck
Mother's fingers soothed my skin
The night kept mother awake
When baby was sour
And that was me!"

Question:

9. What literary device was used in "Mother's milk and Mother's fingers?

10. What was the speaker talking about in the stanza?

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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QUALITY EDUCATION CONSULTS LIMITED

JUNIOR HIGH SCHOOL MOCK EXAMINATION
J. H. S. 3
ENGLISH LANGUAGE 1
DURATION: 45 MINUTES

OBJECTIVE TEST
ANSWER ALL QUESTIONS

Each question is followed by four options lettered A to D. Find out the correct option for each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen.

PART I - LEXIS AND STRUCTURE

SECTION A

From the alternatives lettered A-D, choose the one which ***MOST SUITABLE*** completes each sentence.

1. I cannot decide which of the three .....
   A. for you will be suitable
   B. will be suitable for you
   C. suitable will be for you
   D. will suitable be for you
2. That troublesome maid of ..... is here again.
   A. your's B. you
   C. yours D. yours'
3. Dzokoto is well known for his .....
   A. great humour of sense
   B. humour of great sense
   C. great humour of sense
   D. great sense of humour
4. Can I have a chat ..... you?
   A. on B. by
   C. with D. to
5. The bag is .....
   A. ours B. our
   C. ours' D. our's
6. Our class teacher goes to the post office every day .....?
   A. Don't he B. Doesn't he
   C. Hasn't he D. Isn't he
7. He has become addicted ..... drugs.
   A. of B. upon
   C. with D. to
8. The senior pastor, accompanied by the deacon, ... here yesterday.
   A. was B. is
   C. were D. are
9. The earlier we ..... the work, the better.
   A. have done B. did
   C. do D. had done
10. We shall cook tomorrow. .....?
    A. Shall we B. Should we
    C. Shalln't we D. Shan't we
11. Was it not your sister who

..... this hole yesterday?
A. has dug B. have dug
C. dig D. dug

12. No sooner had my brother left for school ..... my father arrived.
A. when B. then
C. before D. than

13. The farmer was not sure of ..... he paid his levy to.
A. whose B. which
C. whom D. when

14. As Nathan stared at his image in the mirror, he admired.....
A. himself B. oneself
C. itself D. him

15. The Ebola disease first broke ..... in 1963.
A. off B. in
C. out D. down

SECTION B

Choose from the alternatives lettered A-D, one which is ***NEAREST IN MEANING*** to the underlined word in each sentence.

16. Our English teacher is adept at the use of words.
A. flexible B. skilled
C. careful D. emphatic

17. He accused his wife of being a very indolent person.
A. lazy B. talkative
C. kind D. disrespectful

18. We were taught that banks give credit to needy businessmen.
A. loans B. transfer
C. installments D. debits

19. We were advised by our teacher to remember to look over our work when we finish.
A. watch B. look on
C. oversee D. read through

20. Even a mediocre student should be able to solve that problem with ease.
A. average B. intelligent
C. mature D. industrious

SECTION C

In each of the following sentences a group of words has been underlined. Choose from the alternatives lettered A-D the one that ***BEST EXPLAINS*** the underlined group of words.

21. The toilet facility donated to the community three years ago, has become a white elephant. Thus means that the facility .....
A. was invaded by elephants
B. is very big
C. is very strong
D. is no longer in use

22. Berko is in two minds about resigning from his job. This means that Berko has.....

A. not really decided to resign
B. written his resignation letter twice
C. decided not to resign
D. been advised to resign

23. Vodafone's marketing strategy is second to none. This mean that the company's marketing strategy .....
A. is not the position all the time
B. performs well
C. is the worst
D. is the best

24. The president got carried away by the applause from the crowd. This means that the president .....
A. became confused
B. was carried shoulder high by the crowd
C. was over excited
D. felt encouraged

25. We are hoping the economy would pick up after the Christmas holidays. This means that the economy.....
A. would get worse
B. would collapse
C. would improve
D. remain stronger

SECTION D

From the list of words lettered A-D, choose the one that is MOST NEARLY OPPOSITE in meaning to the word underlined in each sentence.

26. Irene's dress was decent.
A. dirty B. old
C. ugly D. shabby

27. It is very unlikely that he will report before Sunday.
A. possible B. similar
C. close D. credible

28. Breathing is an involuntary action.
A. intentional B. fast
C. arranged D. easy

29. The national flag was hoisted after the burial of the victims.
A. hung
B. raised
C. lowered
D. cleaned

30. I found him in very great distress when I visited him.
A. trouble
B. comfort
C. dilemma
D. agony

Appendix H: Questionnaire for Data Collection on the Junior High School English Curriculum Evaluation

(QUESTIONNAIRE FOR ENGLISH TEACHERS IN SELECTED SCHOOLS IN HO WEST DISTRICT)

INTRODUCTION:

Dear respondent, this questionnaire is aimed at evaluating the English curriculum for Junior high schools in Ghana. Please, tick as appropriate or explain where required. Kindly answer the questions candidly because this is purely for academic purposes and your responses and all personal information obtained will be treated with utmost anonymity and confidentiality.

SECTION A: BIOGRAPHIC DATA

Q1. What is your gender? a. Male [ ] b. Female [ ]

Q2. What is your age range? a. 21- 30 [ ] b. 31 – 40 [ ] c. 41 – 50 [ ] d. 51 – 60 [ ]

e. Other [ ] Specify……..

Q3. Kindly indicate all the educational qualifications/certificates you have. Please tick as appropriate.

A.SHS [ ]

B. Cert. A 3-Year Post Secondary [ ]

C. Diploma [ ] State subject in which diploma was obtained

……. ……

D. Degree [ ] State subject in which degree was obtained……..

E. Other qualification [ ] Specify.....

Q4. What is your highest qualification in English?

A.SHS [ ] B. Diploma [ ] C. Degree [ ]

Q5. For how long have you been teaching English at Junior high school?

……

…….

SECTION B: QUESTIONS ON JHS ENGLISH CURRICULUM

Q6. English is the language in which your pupils need to do their academic work at school and to enable them further their education. How well do you think the English textbooks promote pupils' ability to use and write in academic texts in English?

……

……

……

Q7. Do you think the English textbooks interpret the curriculum well?

A. Yes, very well [ ] B. Yes, fairly well [ ] C. No, not quite [ ] D. No, not at all [ ]

Q8. To what extent do you think the English syllabus for JHS is reflected in the English textbooks?

A. Yes, very well [ ] B. Yes, fairly well [ ] C. No, not quite [ ] D. No, not at all [ ]

Q9. Are the English textbooks adequate for the pupils?

A. Yes, very adequate [ ] B. Yes, fairly adequate [ ] C. No, not quite adequate [ ] D. No, not adequate at all [ ]

Q10. Do you use other English books in teaching?

A. Very often [ ] B. Sometimes [ ] C. Rarely [ ] D. Not at all [ ]

Q11. Please give reasons why you use other English books.

…….

……

…….

SECTION C: ASSISTANCE TO PUPILS TO ACQUIRE ACADEMIC COMPETENCIES

Q12. How well do you think you assist your pupils in acquiring competence to use English and write academic texts in English?

Please state in the space provided for each class.

……..

……

……

THANK YOU FOR YOUR TIME AND PATIENCE

Appendix I - Follow-Up Interview Guide for Junior High School English Curriculum Evaluation

Q1. Please, what books do you use for Literature?

Q2. Do all your pupils have copies of *The Cockcrow*?

Q.3 Apart from *The Cockcrow*, which other book(s) do you use for literature?

Q. 4 Do you find anything in that book which is not in *The Cockcrow* itself?

Q 5. How do you help your pupils so that they can acquire literary language?

Q6. So, in all, will you say your pupils like literature?

Q.7 Do you think there is anything that can be done to enhance your pupils' performance in literature?

Thank you very much.

Appendix J 1: Evidence of Academic Literacy Promotion in the JHS 1 Syllabus

SECTION/	**PROFILE DIMENSION**							
UNIT	**General Objectives**	**Specific Objectives**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
JHS 1 Section 1, Unit 1 : Pure vowels.	A	A	√	√				
Unit 2		A	√		√			
Unit 3		IA		√				√
JHS 1 Section 2 Unit 1	A	A			√			
Unit 2		A			√			
Unit 3		A		√				
Unit 4		IA		√				
Unit 5		A		√				
Unit 6		IA		√				
Unit 7		IA			√			
Unit 8		A			√			
Unit 9		A		√				
JHS1 Section 3 Unit 1	A	A	√					
Unit 2		IA		√				
Unit 3		IA		√				
JHS 1 Section 4 Unit 1	A	IA		√			√	
Unit 2		IA		√			√	
Unit 3		IA					√	

Unit 4		IA					√	
Unit 5		IA					√	
Unit 6		IA					√	
Unit 7		IA					√	
Unit 8		IA					√	
Unit 9		IA					√	
Unit 10		IA					√	
JHS 1 **Section 5** Unit 1	A	IA		√				
Unit 2		IA		√				
Unit 3		IA		√				

Appendix J 2: Evidence of Academic Literacy Promotion in the JHS 2 Syllabus

SECTION	**PROFILE DIMENSION**							
UNIT	**General Objectives**	**Specific Objectives**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
JHS 2 Section 1, Unit 1:	A	IA		√				
Unit 2		A		√				
Unit 3		A		√				
Unit 4		IA		√				
Unit 5		IA		√				
JHS 2 Section 2 Unit 1	A	A		√				
Unit 2		A						√
Unit 3		IA		√				
Unit 4		A			√			
Unit 5		A			√			
Unit 6		IA		√				
Unit 7		IA		√				
Unit 8		A			√			
Unit 9		A			√			
Unit 10		IA		√				
JHS 2 Section 3 Unit 1	A	A		√				
Unit 2		IA		√				
JHS 2 Section 4 Unit 1	A	IA		√				

Unit 2		IA					√	
Unit 3		IA					√	
Unit 4		A		√				
Unit 5		A					√	
Unit 6		A					√	
Unit 7		IA					√	
Unit 8		IA		√				
Unit 9		IA		√				
JHS 2 **Section 5** Unit 1	A	IA		√				
Unit 2		IA		√				
Unit 3		IA		√				

Appendix J 3: Evidence of Academic Literacy Promotion in the JHS 3 Syllabus

SECTION	**PROFILE DIMENSION**							
UNIT	**General Objectives**	**Specific Objectives**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
JHS 3 Section 1, Unit 1	A	A		√				
Unit 2		A		√				
Unit 3		A		√				
Unit 4		IA			√			
JHS 3 Section 2, Unit 1	A	A			√			
Unit 2		A			√			
Unit 3		A		√				
Unit 4		IA		√				
Unit 5		IA		√				
Unit 6		A		√				
Unit 7		A	√					
Unit 8		A	√					
JHS 3 Section 3, Unit 1	A	A		√				
Unit 2		A		√				
JHS 3 Section 4, Unit 1	A	IA		√				
Unit 2		IA		√				
Unit 3		IA					√	
Unit 4		IA					√	

Unit 5		A					√	
Unit 6		IA					√	
Unit 7		IA					√	
Unit 8		A					√	
Unit 9		A					√	
Unit 10		A					√	
JHS 3 **Section 5,** Unit 1	A	IA						√
Unit 2		IA		√				
Unit 3		IA		√				

Appendix K 1: Sample Profile Review Chart for Book 1

Profile Dimensions/ Question	**Key Word (s)**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
Unit 1 c	Recall	√					
Unit 1.2 (e)	Match	√					
Unit 1. 2 (f)	Rewrite		√				
Unit 1. 3 (a)	Apply rules			√			
Unit1. 3 (b)	Rewrite		√				
Unit 1. 4	Say, Give examples		√				
Unit. 5 (a) 1 Unit1.5 (a)2	List, recall Explain	√	 √				
Unit 1. 5(b)	Apply rules			√			
Unit 1. 5 (c)	Rewrite		√				
Unit 1.6	Identify	√					
Unit 1.7	Recall	√					
Unit 2.2 (c) 8 Questions Question 9	 Recall Judge	 √					 √
Unit 2.2 (d)	Define	√					
Unit 2.3 (a)	Recall	√					
(Unit 2.3 (b)	Recall	√					
(Unit 2.3 (c)	Practise Recall	√					

Unit 2.4	Jigsaw Combine					√	
Unit 2. 5(b)	Compose					√	

Appendix K 2: Sample Profile Review Chart for Book 2

Profile Dimensions/ Question	**Key verb**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
First exercise The following words contain some of the short vowel sounds… Say them aloud and tell the vowel sound in each of them	Say tell Recall	√					
Second exercise The following words contain some of the long vowel sounds… Pronounce them aloud and tell the vowel sound in each of them	Pronounce Recall	√					

Appendix K 3: Sample Profile Evaluation Chart for Book 3

Unit 1, Section A: Pure Vowels — Revision							
Profile Dimensions/ Question	**Key Word(s)**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
Activity 1 Say the following pairs of words aloud. What difference do you see in the vowel sounds in each pair?	Say Identify Recall	√					
Activity 2 Read the following, taking note of the vowel sounds in the words in colour.	taking note Identify Recall	√					
Book 3, Unit 1, Section B: Reading (The King Who loved Gold)							
Profile Dimensions/ Question	**Key Word(s)**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
Teaching and learning activity Before you read learn to pronounce the following key words.	learn to pronounce Identify	√					
Exercises							
Exercise 1	Match						

Answer the following questions (Objective questions)							
Exercise 2 Answer the following questions. 1. When did King Midas think the angel had deceived him? 2. Why was King Midas not worried when his spectacles turned into gold? 3. What was Marygold going to do with the roses? 4. Why was it difficult for King Midas to have breakfast? 5. What was the name of the river in which King Midas washed himself? 6. What happened to King Midas in the end?	Recall	√					
Exercise 3 Suppose you were King Midas telling a friend about what happened in Your room that morning. Write what you would tell him/her. Use the first person singular: 'I'.						√	
Book 3, Unit 1, Section C: How to Use Infinitives							

Profile Dimensions/ Question	**Key Word(s)**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
Activity 1 Change the infinitives in the other sentences to present participles.	Change Apply principles			√			
Activity 2 Compare the two sentences below: • I want to see you tomorrow. • I want (them) to see you tomorrow. Can you explain what they mean? What can you say about the verb '*want*'?	Explain		√				
Activity 3 Compare the following sentences too: • The young man helped me carry my luggage. • The young man helped me to carry my luggage. What can you say about the verb 'help'? Use the verb 'allow' in two ways as in the examples above.	Compare Give examples		√		√		

A profile chart illustrating the type of questions given in Sections D, E, F							
Profile Dimensions/ Question	**Key Word(s)**	**Knowledge**	**Understanding**	**Application**	**Analysis**	**Inventive Thinking**	**Evaluation**
Section D 'Take turns to read the following .Then tell your friend about a festival you have watched before.'	Tell Compose					√	
Section E 'Write the following short story again, putting in uppercase letters where necessary' understanding on the profile dimensions.	Write …again Rewrite		√				
Section F 'Fill each space with the correct word from the list'	Fill Match	√					

Appendix L 1: Evaluation of the Academic and Language Content of JHS Book 1

The following codes were used: P = Present; NP = Not Present; IA = Inadequate.

JHS ENGLISH BOOK 1					
UNIT/ TOPIC			**ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)**		**DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS**
UNIT 1	Family & friends	Section 2: Reading. Section 5:Proper nouns and articles	Social Studies Syllabus. JHS 1, Section 1, Unit 4: Kinship terms	P	NP
UNIT 2	Names.	Section 2: Focus on reading: 'The boat launching ceremony'	Social Studies JHS 1, Unit 3: Fishing	P	NP
		Section 7: Extension work: 'Make a list of possible names for a naming ceremony for a child living in your locality. Choose the five most interesting ones and report them to the class' (Cobb et al. 2013, pp.18-19)	Ghanaian languages and culture JHS 1 Syllabus p.1: Unit 1: Culture; child naming ceremony	P	NP
UNIT 3	1. In the kitchen 2. Moving to a new restaurant	Sections1 and 2	Basic Design and Technology (Core) Syllabus; JHS 3, Section 2, Unit 2: Menu Planning	P	NP
UNIT 4	The Chinese calendar	Focus on speaking and reading	NB: Foreign culture. Not in the Ghanaian curriculum	NP	NP
UNIT 5	Keeping a diary	Yasmin's diary	Not related to any other syllabus/subject	NP	NP
	Story telling	Literature	Not related to another subject	NP	NP

UNIT 6	Housework (Chores)		Basic Design and Technology (Core) Syllabus; JHS 1,Unit 3: Cooking foods; Unit 4, Meal service	P	NP
UNIT 7	Animals and their behaviour.	'A female butterfly's day'	Integrated Science Syllabus, JHS 2, Section1: Diversity of matter (Living and non-living things).	P	NP
UNIT 8	All work, No play	Pupils in pairs match eight pictures (domestic and outdoor activities) to the right description in a box	Basic Design and Technology (Visual Arts) Syllabus, JHS 1: Weaving and stitching, pounding ironing and spinning.	P	NP
UNIT 9	Long Ago	A Ghanaian legend about how the looting of a chief's grave led to war.	National Syllabus for Ghanaian Language and Culture, JHS 1, Unit 6, Section 3: Reading and Literature	P	NP
	No one can help an unlucky man	A folktale about a poor farmer who did not utilise the opportunity to be rich	National Syllabus for Ghanaian Language and Culture, JHS 1, Unit 6, Section 3: Reading and Literature	P	NP
UNIT 10	Revision and Evaluation	Comprehension passage on internal migration (Section 3: The Addos)	Social Studies Syllabus, JHS1, Section 2, Unit 1; Ghana as a nation (Migration)	P	NP

UNIT 11	Exercise 4: Jigsaw reading	'Instructions for making *omo tuo'*[14]	Basic Design and Technology: Core Skills syllabus JHS1, Section 1: Basic Life Skills, Unit 3: Basic Methods of Cooking	P	NP
UNIT 12	HIV & AIDS	Sections 1 & 2: What HIV and AIDS stand for; How one may get infected; World AIDS Day. Section 6: 'Focus on life skills' (Reading the instruction on a medicine bottle)	Social Studies Syllabus. JHS1, Section 1, Unit 2: Adolescent Reproductive Health. Basic Design and Technology: Core Skills syllabus JHS1, Section 6, Unit 3: Packaging (Labels, instructions)	P P	NP NP
UNIT 13	Journeys	Section 1: Ghana map; Exercise 2: Going to the sports festival.	Social Studies Syllabus, JHS 2, Section 3, Unit 1: Tourism, leisure and development.	P	NP
UNIT 14	Which Way?	Section1: Constructing sentences from a substitution table to reflect each of ten signs of arrows showing directions. Section 3: Asking for directions (Kafui and her friend can't find their way in Accra)	Social Studies Syllabus, JHS 2, Unit 2, Section 1: Mapping our environment	P	NP

[14] *Omo tuo* is a Ghanaian expression that refers to rice balls.

UNIT 15	Winners And Losers	Athletics	Not in any syllabus. This is a co-curricular activity	P	NP
UNIT 16	All's Well That Ends Well	Section 4: A conversation between Teacher and Doctor Section 8: Focus on Literature (A poem translated from a traditional *Fante* song)	Integrated Science Syllabus, J HS 1, Section 2, Unit 3: (safety precautions to prevent accidents in the home and school) Social Studies Syllabus, JHS1, Section 3, Unit 3: Ghana's primary industries e.g. fishing.	P P	NP NP
UNIT 17	Focus On Reading	Section 2: Ghana's resources	Social Studies Syllabus, JHS1, Section 3, Unit 2: Our natural resources.	P	NP
UNIT 18	The North And South Poles	Section 2: Stories of Polar Expeditions	Social Studies Syllabus, JHS 3, Section 1, Unit 1; Significance of some natural features of the earth.	P	NP
UNIT 19	Danger - Fire	Section 2: Fire at Musa's restaurant	Basic Design and Technology: Core Skills syllabus JHS1, Section 5; Unit 1: Controlling business risks.	P	NP
UNIT 20	Revision and Evaluation	Revision 13 exercises		NP	NP
	Evaluation 2	Looking for oil Exercise 5 (Reading and Comprehension)	Social Studies Syllabus, JHS1, JHS 1, Section 3, Unit 2: Our natural resources.	P	NP

		Exercise 6 (c) What to do with tooth brushes	Integrated Science Syllabus, JHS 3, Section 3, Unit 2: Dentition in humans.(‘… causes of tooth decay … and how to prevent them’)		
UNIT 21	Nil	NIL	NIL	NP	NP
UNIT 22	Buying Clothes	Section 1: Focus on speaking (Pictures of different clothes)	NIL	NP	NP
		Section 2: Focus on reading (Four advertisements: a restaurant menu; two adverts on clothes, and a shop advert on some food items)	Social Studies Syllabus, JHS 2, Section 3, Unit 3: Entrepreneurship.	P	NP
		Section 5: Jigsaw reading (How to change the wheel of a car)	Not in any syllabus. This should have been in the Social Studies syllabus.	NP	NP
UNIT 23	A Fund Raising Success Story	Section 2: Successful Open Day	Social Studies Syllabus, JHS 3, Section 3, Unit 1: Problems of development in Ghana.	P	NP
		Section 3: Focus on speaking (‘Design your own running kit by choosing colours you like for the different parts.’)	Basic Design and Technical syllabus JHS1, Section 3, Unit 3; Designing and making of items	P	NP
		Section 8: Focus on Literature: ‘Libation for the outdooring of a baby’ (Translated from a traditional Ga poem)	National Syllabus for Ghanaian Language and Culture, JHS 1, Section 3, Unit 6: Oral poetry: ‘Songs,	P	NP

			lullaby…libation, drum language'.		
UNIT 24	The Growth Of Industry In Ghana	Section 2: Industrialisation in Ghana	Social Studies Syllabus, JHS 1, Section 3, Unit 3: Production in Ghana.	P	NP
		Section 2 (d): A map of the location of major industries in West Africa.	Social Studies Syllabus, JHS 1, Section 3, Unit 3: Production in Ghana. JHS 2, Section 1, Unit 3: Ghana – My Country. (Obj. Show the position of Ghana on the map of West Africa in relation to latitudes and longitudes).	P P	NP NP
		Section 5: Focus on writing (Writing paragraphs). Using given time indicators to write at least three paragraphs on the activities in poultry keeping. There are ten pictures of activities in poultry keeping.	Integrated Science Syllabus, JHS 2; Section 4: Energy; Unit 2: Food and Nutrition ('…prepare a balanced ration for feeding poultry').	P	NP
UNIT 25	Music For All	Section 1: Various musical instruments.	Basic Design and Technical syllabus JHS 3, Section 4; Unit 1: Making items with a variety of materials (e.g. musical instruments).	P	NP
		Section 2: Focus on reading (Africa — A Musical Treasure House)	Basic Design and Technical syllabus JHS1, Section 3, Unit 1: Importance of carving modelling and casting	P	NP

			(e.g. musical instruments).		
UNIT 26	Tools For Different Jobs	Section 1: Various tools	Basic Design and Technical syllabus JHS1, Section 3, Unit 2: Tools, equipment and materials.	P	NP
		Section 2: Focus on reading (A passage about various people at work).	Basic Design and Technical syllabus JHS1, Section 6, Unit 2: Introduction to the job market (Objective: Pupils will be able to identify career opportunities).	P	NP
UNIT 27	Letters To Penfriends	NIL	NIL	NP	NP
UNIT 28	Buying A Car	Section 1: Pictures of types of cars Section 2: A dialogue between a car dealer and a customer. Section 2 (e): Six parts of a car. Section 3: Five types of cars and what they are used for.	Information about cars and their parts is not in any JHS syllabus. This is useful information from outside the curriculum.	NP	NP
UNIT 29	Going To The Library	NIL	NIL	NP	NP
UNIT 30	Revision And Evaluation	Exercise 8 'Compare these pictures. What differences can you see? Talk first to your partner and then tell the class.' (NB: Two market scenes).	NIL	NP	NP

Appendix L 2: Evaluation of the Academic and Language Content of JHS Book 2

The following codes were used: P = Present; NP = Not Present; IA = Inadequate.

JHS ENGLISH BOOK 2					
UNIT/ TOPIC			**ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)**		**DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS**
UNIT 1	The Two Young Thieves	Section B: Reading: The Two Young Thieves	Religious and Moral Education syllabus- JHS 3, Section 2, Unit 2: Bad Deeds and Punishment	P	NP
		Section F: Giving Directions	Social Studies Syllabus JHS 2, Section 1, Unit 2: Mapping our Environment (Obj. The pupils will be able to show directions using cardinal points and outstanding landmarks).	P	NP
UNIT 2	Papa Allotey And The Mosquitoes (1)	Section B: Reading Papa Allotey and the Mosquitoes (1)	Integrated Science syllabus JHS 3, Section 2, Unit 1: Life cycle of a mosquito.	P	NP
		Exercise 2:	Social Studies Syllabus	P	NP

		Pupils to summarise a short passage on Margaret Thatcher in their own words.	JHS - Rationale for Teaching Social Studies- 'The subject is multi-disciplinary and takes its sources from geography, history, sociology, psychology, economics and civic education' (Ministry of Education Science and Sports, p. ii).		
		Exercise 3: Group work Pupils to conduct research into various subject areas indicated on a chart, namely history, sports, science, religion, geography and politics.	Social Studies Syllabus JHS - Rationale for Teaching Social Studies- 'The subject is multi-disciplinary and takes its sources from geography, history, sociology, psychology, economics and civic education' (Ministry of Education Science and Sports, p. ii).	P	NP
UNIT 3	Papa Alotey and the Mosquitoes (1)	Section B:	Social Studies Syllabus	P	NP

		Conversation between Abena and Opoku about malaria.	JHS - Rationale for Teaching Social Studies- 'The subject is multi-disciplinary and takes its sources from geography, history, sociology, psychology, economics and civic education' (Ministry of Education Science and Sports, p. ii).		
		Section C: Reading: Papa Allotey and the Mosquitoes (2)	Social Studies Syllabus JHS - Rationale for Teaching Social Studies- 'The subject is multi-disciplinary and takes its sources from geography, history, sociology, psychology, economics and civic education' (Ministry of Education Science and Sports, p. ii).	P	NP
		Section F:	Social Studies Syllabus	P	NP

		Vocabulary building: A Football Match	JHS 2, Section 3, Unit 1: Tourism, leisure and development		
UNIT 4		Section F: Making Polite Requests: *can* or *may*.	Religious and Moral Education syllabus. JHS1, Section4, Unit 2: Manners-Comportment and courtesy.	P	NP
UNIT 5	Revision Exercises	Exercise 6: The Republic of Johns. (A punctuation exercise involving the names of past presidents of Ghana who bear/ bore the name John).	Social Studies syllabus. JHS3, Section 2, Unit1: Government and Society	P	NP
UNIT 6	NIL	NIL	NIL	NP	NP
UNIT 7	Olympic Games	Section C: Reading (The history of the Olympic Games)	Social Studies syllabus. JHS 2, Section 3, Unit 1: Tourism, leisure and development.	P	NP
UNIT 8	NIL	NIL	NIL	NP	NP

UNIT 9	The Importance Of Water	Section B: Reading- The Importance of Water	Social Studies syllabus. JHS1, Section 2, Unit 2: Our natural resources.	P	NP
		Section D: Summary writing; A history about the Second World War.	Important history but not in any of the syllabuses	P	NP
		Section F: Vocabulary Building (The 'Nnoboa' Concept)	Traditional Ghanaian concept of cooperative farming. Not in any JHS syllabus.	P	NP
UNIT 10	Revision Exercises	NIL	NIL	NP	NP
UNIT 11	A Family By The Sea	Section C: Reading (A Family by the Sea)	Social Studies syllabus. JHS 1, Section 3, Unit 3: Production in Ghana.	P	NP
UNIT 12	Zima Makes It	Section C: Reading Zima Makes It	Basic Design and Technology syllabus. JHS 1, Section1, Unit 3; Cooking Foods	P	NP
UNIT 13	Tourism In Ghana	Section: Reading Tourism in Ghana	Social Studies Syllabus JHS 2, Section 3, Unit 1: Tourism, Leisure and Development.	P	NP

UNIT 14	Lost In The City	NIL	NIL	NP	NP
UNIT 15	Revision Exercises	NIL	NIL	NP	NP
UNIT 16	The World And Science	Section C: Reading (The World of Science)	Integrated Science syllabus JHS 1, Section1, Unit1: Introduction to Integrated Science.	P	NP
		Section E: More about Advertisement	Basic Design and Technology syllabus. JHS1, Section 6; Unit 1: controlling business risks. (Content: Plan for indirect risks e.g. Advertising and staff training).	P	NP
		Section F: Using Telephones	Teaching Syllabus for Information and Communication Technology. JHS 1, Term Three, Section 3, Unit 3: Technologies used to access internet.	P	NP

UNIT 17	Election Day At Dwenewoho	Section C: Reading (Election Day at Dwenewoho)	Social Studies Syllabus JHS 1, Section 2, Unit 4: Citizenship and Human Rights	P	NP
UNIT 18	Our Industries	Section B: Reading Our Industries	Social Studies syllabus. JHS 1 Section 3, Unit 3: Production in Ghana.	P	NP
		Section D: Describing Events (A market day in my town)	Social Studies syllabus. JHS 1 Section 3, Unit 3: Production in Ghana.	P	NP
UNIT 19		Section D: Article for Publication - 'Examination Malpractices'	Religious and Moral Education syllabus. JHS 3, Section 2, Unit 1: Good Deeds and Rewards.	P	NP
UNIT 20	Revision exercises	Exercise 5: Advertisement	Basic Design and Technology syllabus. JHS1, Section 6; Unit 1: controlling business risks. (Content: Plan for indirect risks e.g. Advertising and staff training).	P	NP

UNIT 21	The Tragedy Of A One Cedi Note	Section B: Reading 'The Tragedy of a One Cedi Note'	Social Studies syllabus. JHS 1 Section 3, Unit 4: Managing your Finances (Obj.1: 'The pupil will be able to describe the proper ways of handling the currency of the country'	P	NP
		Section E: Vocabulary Building (At the Salon)	Basic Design and Technology syllabus. JHS1, Section 6, Unit 2: Introduction to the Job Market.	P	NP
UNIT 22	Adolescence	Section C: Reading Adolescence	Social Studies syllabus. JHS1, Section 1, Unit 2: Adolescent Reproductive Health	P	NP
UNIT 23	The King Of Murderland	Section B: Reading The King of Murderland	Religious and Moral Education syllabus- JHS 3, Section 2, Unit 2: Bad Deeds and Punishment	P	NP

UNIT 24	The Wicked Stepmother	Section B: Reading The Wicked Stepmother	Religious and Moral Education syllabus- JHS 3, Section 2, Unit 2: Bad Deeds and Punishment	P	NP
UNIT 25	Gani The Bad Friend	Section B: Reading Gani the Bad Friend	Religious and Moral Education syllabus- JHS 3, Section 2, Unit 2: Bad Deeds and Punishment	P	NP
		Section G: The Price of Motherhood (How a woman consulted an oracle for a child)	Folklore but not in any of the JHS syllabus.	P	NP
UNIT 26	Revision exercises	NIL	NIL	NP	NP

Appendix L 3: Evaluation of the Academic and Language Content of JHS Book 3

JHS ENGLISH BOOK 3					
UNIT/ TOPIC			**ACADEMIC CONTENT (ELEMENTS FROM OTHER SUBJECTS)**		**DEVELOPMENT OF CRITICAL LANGUAGE AWARENESS**
UNIT 1	The King Who Loved Gold	Section B: Reading The King Who Loved Gold	Religious and Moral Education Syllabus. JHS 3, Section 2, Unit 1: Good Deeds and Rewards.	P	NP
		Section E: Upper case letters Pupils are to rewrite a short story putting in uppercase letters where necessary. (The biblical story of Joseph).	Exercise based on a biblical story but it is not in the RME syllabus.	P	NP
UNIT 2	Christopher Columbus	Section B: Reading Christopher Columbus	Extract from History Related topic in Social Studies Syllabus. JHS 1, Section 2, Unit 2: Colonization and National Development.	P	NP

UNIT 3	Mighty River Nile	Section B: Reading Mighty River Nile	Extract from Geography Not in the Social Studies Syllabus	P	NP
UNIT 4	The Amazing Tortoise	Section C: Reading The Amazing Tortoise	A story based on a folktale. Ghanaian Languages and Culture Syllabus. JHS 1, Section 3, Unit 6; Oral Literature.	P	NP
		Section F: More about Folktales - 'The Sheep and the Goat'	A story based on a folktale. Ghanaian Languages and Culture Syllabus. JHS 1, Section 3, Unit 6; Oral Literature.	P	NP
UNIT 5	Revision Exercises	NIL	NIL	NP	NP
UNIT 6	United Nations Organisation	Section C: Reading The United Nations Organisation	Social Studies Syllabus JHS 2, Section2, Unit 4: Ghana's	P	NP

			Cooperation with other Nations		
UNIT 7	Zimbo And The Smugglers	NIL	NIL	NP	NP
UNIT 8	Silenced By War	NIL	NIL	NP	NP
UNIT 9	Melita At The Riverside	NIL	NIL	NP	NP
UNIT 10	Revision Exercises	NIL	NIL	NP	NP
UNIT 11	Theft In The Library	Section C: Reading Theft In The Library	Religious and Moral Education Syllabus. JHS 3, Section 2, Unit 1: Good Deeds and Rewards.	P	NP
UNIT 12	Kofi Babone In Trouble	Section C: Reading Kofi Babone in Trouble	Religious and Moral Education Syllabus. JHS 3, Section 2, Unit 1: Good Deeds and Rewards.	P	NP

UNIT 13	My First Journey By Train	Section B: Reading My First Journey by Train	Nothing on rail transport in the Social Studies syllabus	P	NP
		Section E: Legends and legendary stories (What legends are)	Social Studies syllabus. JHS 3, Section 3, Unit 6; Oral Literature	P	NP
UNIT 14	The FIFA World Cup	Section C: Reading The FIFA World Cup	The topic is from sports but there is no syllabus on it.	P	NP
UNIT 15	Revision Exercises	NIL	NIL	NP	NP
UNIT 16	Mugo's Paradise	NIL	NIL	NP	NP
UNIT 17	Together From Birth	Section B: Reading Together from Birth	Religious and Moral Education syllabus. JHS 2, Section 2, Unit 2: Moral Teachings of the Three Religious Leaders.	P	NP
UNIT 18	Alcohol	Section C: Reading	Religious and Moral Education syllabus.	P	NP

		Alcohol	JHS 3, Section 4, Unit 2: Substance Abuse		
		Section E: Non-Verbal Source (Reporting on Statistics)	National Syllabus for Mathematics. JHS 2, Unit 2.1; Statistics (Graphs)	P	NP
UNIT 19	A Sad Story	NIL	NIL	NP	NP
UNIT 20	Revision exercises	NIL	NIL	NP	NP
UNIT 21	A Sad Story	NIL	NIL	NP	NP
UNIT 22	The Hidden Treasure	Section C: The Hidden Treasure (Story about the importance of farming)	Social Studies syllabus. JHS1, Section 3, Unit 3: Production in Ghana.	P	NP
UNIT 23	Okonkwo Asks For A Favour	NIL	NIL	NP	NP
UNIT 24	Tarantulas	Section C: Reading Tarantulas	Integrated Science Syllabus. JHS 2, Section 5, Unit 2: Pests and parasites.	P	NP

		Section F: Solving a Puzzle – Insects	Integrated Science Syllabus. JHS 2, Section 5, Unit 2: Pests and parasites.	P	NP
UNIT 25	How Ogueji Got His Wife	NIL	NIL	NP	NP
UNIT 26	Revision exercises	NIL	NIL	NP	NP

Appendix M 1: Coding Frame for Follow-Up Interview with Respondent 1

QUESTION/THEME	RESPONSE	PRELIMINARY CODES	FINAL CODES
1. What books do you use for Literature?	I use the *Cockcrow* reader itself; I also use the commentary.	Textbook and its commentary	*Cockcrow* and its commentary
2. Do you have enough copies for all the pupils from Form One to Form Three?	No, I don't. We have 12 copies for the whole school.	Copies available are inadequate	Inadequate copies of *Cockcrow*
3. So, how many copies are given to Form One?	when it is their turn to study Literature	Rotation	Rotational use of books
4. You mean you keep the copies in the store?	Books are kept in the store and used only during class.	No access to books after class	No chance to read the books after school.
5. There are seventeen pupils in Form One.?	Yes. So, they pair.	Rotation and pairing	Pairing to share books
6. Do the pupils have the commentary to it?	I have the commentary but pupils don't have it.		Only teacher uses commentary book
7. Which other book do you use for literature?	I have a summary of *The Cockcrow* too.	Also uses a private book	Summary of *Cockcrow* by private author
8. Do you find that book adequate enough?	No. It's not adequate enough.	Inadequate	Private book is also inadequate.
9. What shows that your pupils love literature?	'They have the love for reading and each time we have literature they contribute effectively.'		Pupils show enthusiasm in reading during literature class.
10. Do you think there is anything that can be done to enhance their	'In my view when students read always	Pupils need to read always	'When pupils read always they may have

performance in literature?	they may have the love for literature.’		the love for literature.’

Appendix M 2: Coding Frame for Follow-Up Interview with Respondent 2

QUESTION/THEME	RESPONSE	PRELIMINARY CODES	FINAL CODES
1. What books you use for Literature.	The *Cockcrow* and *Last Hour*. It has a literature component.	*Cockcrow* and personal book	Textbook is inadequate.
2. Do all pupils have copies of the *Cockcrow?*	Yes, they all have.		Doubtful response.
3. How many copies do you have in all, in the whole school	Twenty copies.		
4. How do you share the books among the 49 pupils?	What happens is that we have been alternating.	Limited copies of literature textbook.	Limited copies of literature textbook. Classes alternate in using them.
5. How do you help your students in the development of literary language?	'We read and I try to relate the story to their daily activities – the things that they see around them'	Relates devices to daily activities.	Relates literary devices to daily activities.
6. How do you introduce Form 1 to literature?	I may say it is not good.	JHS1 have poor understanding of literature	Difficulty in understanding literature due to poor foundation.
7. So, in all, will you say your pupils like literature?	'Ah? No. We are still struggling.'	They don't actually like them.	Pupils don't like literature.

8. So, what do you think can be done to enhance their interest?	Encouraging them to read and relate stories to their communities and experiences in life.		Encourage pupils and let them relate stories to their experiences.
9. They don't even have enough of the textbook and the few are all kept in the office; how do they learn?	We encourage them to have a copy for themselves in the house. So, some individuals have copies at home.		A few pupils have literature textbook at home.

Appendix M 3: Coding Frame for Follow-Up Interview with Respondent 3

QUESTION	RESPONSE	PELIMINARY CODES	FINAL CODES/ THEMES
1. Do you have enough copies of textbooks for the pupils?	No, we don't have enough copies. Only I have got copies each of some of the books. But unfortunately, I haven't got any copy for JHS 2. No copy at all.	No copies of the English textbooks for pupils.	No copies of the English textbooks available for pupils
2. How do you make up for this inadequacy?	'I do supplement with the other books. The old editions.'	Teacher uses old JSS books no longer in use.	Teacher has no copy of JSS Book Two.
4. When you go to teach in Form 2, how do you help the pupils?	I use the old edition.	Old JSS Book 2	Uses old JSS English Book Two to teach in Form Two
5. Do you make photocopies some times?	Sometimes but not always because of monetary affairs.	Financial constraint	Photocopying limited due to financial constraint
6. What books do you use for the teaching of literature?	We use *The Cockcrow* and the commentary.	*The Cockcrow*	*The Cockcrow* and its commentary to teach literature.
7. Do all the pupils have copies?	The copies are not enough for all the classes, so we keep them and take them to	Pupils do not have personal copies	Limited copies of literature textbook.

	class when it is time to teach.		
8. How then do you help them to acquire the literary skills?	That is why we have recommended the commentary on *The Cockcrow*. They are to buy copies themselves.	Commentary book on cockcrow	Parents were asked to buy commentary on *The Cockcrow* for wards.
9. Have they bought the copies?	Not all of them. Some have bought but not all of them.	Only some pupils have bought copies of the commentary book	Excuse of financial constraint by parents
10. Apart from *The Cockcrow* what other book do you use for literature?	A private book	A private book	Uses a book by a private author.
11. But do your pupils like literature?	'Most of them don't because it's new to them and they don't want to think for themselves.'	Most of the pupils do not like literature	Most of them don't like literature; its new to them
12. How do you think we can incite our pupils' interest in literature?	It must be reading and reading and reading.	Reading must be encouraged	They must be encouraged to read.
13. With grammar, do you also find something which is not in the textbook?	Some are here in the Aki-Ola series but not in the textbook so I use the Aki Ola to complement.	The English textbooks available do not contain certain topics	It also contains some aspects of grammar not in the government textbook.

Appendix M 4: Coding Frame for Follow-Up Interview with Respondent 4

QUESTION/THEME	RESPONSE	PRELIMINARY CODES	FINAL CODES/ THEMES
1. This is a follow-up on the interview we had recently. You told me you have enough books for English. Is that right?	For now, but we will still need some copies.	Enough copies of English books	Sufficient English textbooks
2. What other books do you use for English?	I use some of my degree books. Then the normal [common] ones that are being used in schools- we have *Aki-Ola* and *Last Hour*.	'some of my degree books' Other private books	Degree books and other personal books.
3. Why do you use *Aki-Ola* and *Last Hour,* these are not books prescribed by GES?	'I realised that the majority of the topics in the syllabus are in them and quite explanatory than the pupils' textbooks we are using, so I use them …to give more examples'	They reflect the syllabus and are better explained	Private books are more explanatory with more examples.
4. How do you use the old JSS books?	'There are comprehension passages in those ones better than the activity based textbooks we are currently using, so sometimes I fall on the old books.'	Old JSS English books for comprehension	Old JSS books for reading comprehension

5. What books do you use for literature?	Government textbook and Private pamphlets for teaching devices.	Textbook and private pamphlets.	*Cockcrow* and private pamphlets.
6. How do you help your pupils in the learning of literary devices particularly?	From the beginning I tried to introduce them to the normal things that we do.	Tries to link meanings of devices to familiar experiences	Teacher tries to link things happening around them to devices.
7. Do your pupils like literature and how do you determine whether they like it or not?	'Their interest has dropped because the majority don't like reading.'	'when *The Cockcrow* came in their interest has dropped'	Interest dropped because majority don't like reading.
8. So what do you think the parents must do?	We always tell them to get the books for their children because they can get them on the shelves.	Parents are encouraged to buy the set book	Parents are encouraged to buy the set book

Appendix M 5: Coding Frame for Follow-Up Interview with Respondent 5

QUESTION	**RESPONSE**	**PRELIMINARY CODES**	**FINAL CODES/THEMES**
1. This is a follow-up on the interview we had. Looking at Literature, how do you feel about your students whether they have the interest in Literature or not?	For the Literature, it is the Headmaster who is teaching that aspect. He uses *The Cockcrow* and that's all.	Substantive teacher does not teach literature.	It is the Headmaster who teaches the literature component. 'He uses *The Cockcrow* and that's all'.
2. Since you say he teaches *The Cockcrow* I think I'll end the interview there.	Okay.		

Appendix N 1: Coding Frame for Sampled Very Good Scripts

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
1 76%	Informal Report/ Informal letter	PT PC Punct. SP	/ / / / / / / / /	2 4 1 2	1. Coherent. Good structure 23/30 2. Good formal features.
2 75%	Informal Report/ Informal letter	PT PC Punct. SP W. Cap Amalg.	// ////// // / / / / / / /// / //	2 6 6 2 4 2	Essay: 27/30 1.Coherent 2.Good formal features 3.Poor paragraphing. 4. Run on-single sentence paragraph.

Appendix N 2: Coding Frame for Sampled Fairly Good Scripts

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
15 49.5%	Informal Report/ Informal letter	PC SP WW PT Punct.	/ / / / / / / / / / / / / /	2 6 1 3 2	Essay:16.5/30 1. Quite coherent. 2. Good formal features. 3.Two run -on sentence paragraphs
16 48.5%	Informal Report/ Informal letter	PC Punct. PT SP W. Cap Am alg. W W Exp.	/ / / / / / / / / / / / / / / / / /	4 5 3 2 1 1 1 1	Essay: 16/30 1. Quite coherent 2.Good formal features

Appendix N 3: Coding Frame for Sampled Poor Scripts

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
31 38%	Informal Report/ Informal letter	Punct. WW PC Amalg. PT Rep.	/ / / / / / / / / / / / ////// /	2 4 3 1 8 1	Essay: 20/30 1.Quite coherent, 2. Full name under friendly letter.
32 38%	Informal Report/ Informal letter	WW. PT PC Amalg.	/ / / / / / / / / / / /	4 3 4 1	Essay: 19/30 Poor subscription
58 27%	Informal Report/ Informal letter	SP PC PT Amalg. WW Punct. Rep.	/ 1	1 8 8 2 5 2	Essay: 16/30 1. Not coherent 2. Formal features not good 3. e.g. Yours sister
59 27%	Informal Report/ Informal letter	SP WW PT Cap Punct. PC Amalg.	// // / // // /	5 5 6 4 1 7 3	Essay: 14/30 1. Not coherent 2.Not coherent 3.Poor subscription 'YOURS FAITHFULLY' in caps for a friendly letter.
84 18%	Informal Report/	Punct. PT	/// /// 	6 12	Essay: 08/30 1.Not coherent

	Informal letter	SP PC WW Para.	/// /// /// /// / //// ///// //// //	1 4 9 2	2. Subscription of official letter with poor spelling. 3. Poor address 4. Full stop at the end of salutation; not a comma. 5.Run-on paragraphs
85 18%	Narrative Essay	WW SP PT PC Punct. Cap.	/// /// ///// ///// ///// ///// ///// / /////// /// // /	6 15 11 8 5 1	Essay: 08/30 Not coherent
110 5%	Informal Report/ Informal letter				Essay: 01/30 Candidate wrote only the writer's address and the date.
111 5%	Nil				Essay: 00/30 Candidate could not write any essay.

Appendix N 4: Coding Frame for Sampled Scripts from School A

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
1	Informal Report/ Informal letter	Punct. Amalg. PC Cap SP P.T	// / /// / / / //// /// // // / / /	6 2 7 4 2 1	The letter was coherent. Formal features were well written. Good structure.
6	Narrate/ Recount	Punct. PC SP P.T WW	// // // // // / // // // // // // // // // // // / //	6 5 14 9 2	A story. Not coherent Poor structure
15	Informal Report/ Informal letter	Punct. Cap PC SP WW PT	/ // // // // // / / /	1 2 4 5 1 1	Not coherent. No subscription Poor structure,

Appendix N 5: Coding Frame for Sampled Scripts from School B

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
1	Informal Report/ Informal letter	P.T Punct. PC SP	/ / / // // / /	2 1 4 2	Coherent. Good structure
5	Informal Report/ Informal letter	PC PT Punct. SP WW	///// ///// ///// //// /// // /	10 9 3 2 1	Quite coherent Subscription: Yours faithfully
12	Informal Report/ Informal letter	Cap SP PT PC WW Punct.	/ ///// ///// ///// // ///// // // ///// ////	1 15 2 7 2 9	Short letter No subscription Date in the middle of address.

Appendix N 6: Coding Frame for Sampled Scripts from School C

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
1	Informal Report/ Informal letter	PT Punct. WW PC Cap SP	/// ///// // // // /	3 5 2 2 2 1	Quite coherent Structure was quite Okay
16	Informal Report/ Informal letter	Punct. Cap	/ /	1 1	Could not write the letter. Wrote only the address, date and salutation. Full stop; not a comma at the end of addressee's name. Recipient's name in small letters.
32	Informal Report/ Informal letter	-----	-----	-----	Candidate wrote the question number but could not write the letter.

Appendix N 7: Coding Frame for Sampled Scripts from School D

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
1	Informal Report/ Informal letter	Punct. WW PC Exp. PT Cap	/ /// //// //// // // //	1 3 8 2 2 2	Coherent Good structure but full name under the letter.
7	Narrate/ Recount	PC Punct. PT SP Cap. WW	//// ///// /// // / /	4 5 3 2 1 1	Quite coherent Structure was quite alright.
14	Informal Report/ Informal letter	PT PC WW Cap. Exp.	/ //// /// // /	1 4 3 2 1	Quite coherent. Structure was quite okay but poor subscription

Appendix N 8: Coding Frame for Sampled Scripts from School E

SCRIPT	GENRE	CODES	TALLY	FREQUENCY	REMARKS
1	Informal Report/ Informal letter	PT Cap. PC Punct.	/// //// //// /// //// /// ///	7 7 7 3	Quite coherent. Structure was quite okay. Subscription was poor; signed off with surname.
16	Informal Report/ Informal letter	PT WW Punct. SP PC Exp.	//// /// // /// ///// ///// ///// ///// ///// //	7 2 3 10 15 2	Structure okay Quite coherent
32	Narrate/ Recount	SP WW PT PC Punct. Cap.	///// ///// ///// ///// // ///// ///// ///// /// ///// /	15 7 11 8 5 1	Not coherent. Poor structure. Question did not end as required. Essay was short.

APPENDIX O1: RELIABILITY

```
RELIABILITY
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  /SCALE('ALL VARIABLES') ALL
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  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL MEANS.
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Reliability

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q7 Q9 Q10 Q8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE CORR /SUMMARY=TOTAL MEANS.
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Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded[a]	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.945	.960	4

Item Statistics

	Mean	Std. Deviation	N
Interpret	3.2000	.83666	5
Adequate	2.4000	1.14018	5
Other English	3.6000	.54772	5
Reflective Syllabus	3.2000	.83666	5

Inter-Item Correlation Matrix

	Interpret	Adequate	Other English	Reflective Syllabus
Interpret	1.000	.943	.764	1.000
Adequate	.943	1.000	.721	.943
Other English	.764	.721	1.000	.764
Reflective Syllabus	1.000	.943	.764	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.100	2.400	3.600	1.200	1.500	.253	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Interpret	9.2000	5.700	.976	.	.895
Adequate	10.0000	4.500	.930	.	.933
Other English	8.8000	7.700	.757	.	.974
Reflective Syllabus	9.2000	5.700	.976	.	.895

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.4000	10.300	3.20936	4

APPENDIX O2: CORRELATIONS

```
CORRELATIONS
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  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
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Correlations

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Q7 Q9 Q10 Q8 Total /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
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```

Descriptive Statistics

	Mean	Std. Deviation	N
Interpret	3.2000	.83666	5
Adequate	2.4000	1.14018	5
Other English	3.6000	.54772	5
Reflective Syllabus	3.2000	.83666	5
Total	12.4000	3.20936	5

Correlations

		Interpret	Adequate	Other English	Reflective Syllabus	Total
Interpret	Pearson Correlation	1	.943*	.764	1.000**	.987**
	Sig. (2-tailed)		.016	.133	.000	.002
	N	5	5	5	5	5
Adequate	Pearson Correlation	.943*	1	.721	.943*	.970**
	Sig. (2-tailed)	.016		.170	.016	.006
	N	5	5	5	5	5
Other English	Pearson Correlation	.764	.721	1	.764	.825
	Sig. (2-tailed)	.133	.170		.133	.086
	N	5	5	5	5	5
Reflective Syllabus	Pearson Correlation	1.000**	.943*	.764	1	.987**
	Sig. (2-tailed)	.000	.016	.133		.002
	N	5	5	5	5	5
Total	Pearson Correlation	.987**	.970**	.825	.987**	1
	Sig. (2-tailed)	.002	.006	.086	.002	
	N	5	5	5	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).